

The Redway School

Farmborough, Milton Keynes, MK6 4HG

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because:

- Most pupils make at least good progress in their communication and in their early literacy and numeracy development.
- The rate of pupils' progress has improved since the previous inspection. This is as a result of good, and sometimes outstanding, teaching across the school.
- Teachers are skilled in overcoming barriers to learning caused by the pupils' complex disabilities. They know their pupils very well. They almost always ensure that activities are carefully adapted to meet individual needs.
- Pupils are exceptionally well cared for. They feel safe and secure and parents and carers emphatically confirm this.
- The staff manage behaviour well and pupils respond positively given their highly complex needs. They have good relations with adults and other pupils and they enjoy school. Their attendance is above average. The school is a happy and harmonious place of learning.
- The headteacher and her senior team lead the school well and they are supported and challenged consistently by the governing body to provide the best for the pupils. The senior team has rigorously monitored and improved the standard of teaching since the previous inspection.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable outstanding achievement.
- The pace of lessons occasionally becomes too slow because teachers allow activities to go on for too long and this hampers learning.
- Teachers sometimes do not use their detailed records to plan the next small steps in each pupil's progress with sufficient focus and help pupils meet their learning targets.

Information about this inspection

- Inspectors observed 16 lessons, the great majority of which were joint observations with senior staff.
- Meetings were held with teachers, senior and other leaders and the Chair of the Governing Body. A telephone conversation was held with two representatives of the local authority.
- Inspectors took into account the school’s regular surveys of parent opinion gathered at annual reviews and a letter from a parent. There were insufficient responses to the on-line questionnaire (Parent View) to be considered. The team also looked at the 85 completed responses to the staff questionnaire.
- The inspection team observed the school’s work and looked at a range of documentation including self-evaluation and development planning. Inspectors scrutinised records of pupils’ progress, behaviour and well-being since the previous inspection as well as monitoring reports on the quality of teaching and the curriculum. Attendance records were checked as well as procedures relating to the safeguarding of pupils.

Inspection team

Melvyn Blackband, Lead inspector

Additional inspector

Kate Robertson

Additional inspector

Full report

Information about this school

- The school provides for pupils with severe and with profound and multiple learning difficulties. About a quarter of pupils, mainly in the primary age range, have additional complex learning difficulties such as autism.
- All the pupils have a statement of special educational needs.
- Pupils are mainly White British. A small number speak English as an additional language.
- About a third of pupils are eligible for pupil premium funding, which is given to pupils entitled to free school meals, those looked after by the local authority or the children of service families.
- About a quarter of pupils are in the Early Years Foundation Stage and slightly under a quarter of students are in post-16 provision. The remainder of pupils are in Key Stages 1 to 4.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by
 - making sure the pace of lessons is always appropriate to enable pupils to maintain and further improve their rate of progress
 - ensuring teachers consistently use their assessment of each pupil's learning to plan the next small steps in their progress and help pupils reach their personal targets.

Inspection judgements

The achievement of pupils

is good

- The majority of pupils, many with severe, profound and complex needs, make above nationally expected progress from very low starting points. They achieve particularly well in developing their communication skills, pre-reading and number skills, and in their awareness and exercise of choices, for example in choosing objects they like or which snack they prefer.
- Children in the Early Years Foundation Stage achieve well as they respond to adults' questions and initiate communication. They grow in their independence as a result of stimulating learning experiences which are carefully adapted to the needs of each pupil.
- As pupils progress through the school, through skilled teaching, they learn effectively to respond to others through sound, pictures and symbols and many pupils develop spoken language at a range of levels. This forms the basis for the development of their reading, writing and number skills. Through the high expectations of their teachers, some pupils learn eventually to recognise words and sometimes to read and write their own sentences.
- The teachers' proficiency in teaching and encouraging communication and early literacy effectively promotes the progress of pupils from minority ethnic groups and those at the early stages of learning to speak English. The school has used pupil premium funding effectively to provide extra computers and specific programmes to promote the achievement of eligible pupils. The school ensures that every pupil has an equal opportunity to achieve well.
- Pupils with profound and multiple learning difficulties make good progress because of very patient and well adapted teaching. The pupils benefit from a range of sensory experiences which increases their alertness and interest and helps build their communication skills. Pupils with autism are well taught and make good progress because of the school's highly effective communication teaching.
- Older students in post-16 provision continue to make good progress because the curriculum is tailored to their abilities and interests. Teachers effectively develop students' independent living skills and provide a range of opportunities for them to practise their basic communication, literacy and numeracy skills in practical situations.
- One example is The Friday Café, which is well attended by parents, pupils from other schools and sometimes local residents. The students, with support, take orders from customers, ensure the order is correctly passed on and handle the payment. All students gain national accreditation for their efforts in a variety of courses and work-related experiences.

The quality of teaching

is good

- The overall quality of teaching has improved since the previous inspection. This is because of regular monitoring and support from the senior team. New teachers benefit from comprehensive induction and training. Teaching throughout the school is almost always at least good, with some that is outstanding.
- Teachers have a good understanding of the special learning needs of the pupils. They skilfully use a variety of interaction and communication strategies that help pupils achieve well. Adults adapt resources well to meet the specific learning needs of each pupil and this contributes very successfully to their good progress.
- Teaching is good in the Early Years Foundation Stage. Adults plan activities that encourage the communication and growing independence of the children. High quality learning experiences are used to good effect in stimulating the children's interest and in promoting their personal skills.
- There is effective teaching in the post-16 provision. Staff maintain excellent relations with students and create good working partnerships which prepare them well for the next stage of education.
- Teachers and support assistants work in effective teams and teachers manage their classrooms well. There are high levels of individual support for pupils. Teachers work in effective teams with

speech and language therapists, physiotherapists and occupational therapists to promote the language and physical development of the pupils. As a result, pupils have confidence in the adults to support and teach them. The pupils are made aware of how they are doing by the judicious use of praise and adults generally prepare the pupils well for how they can improve their work further.

- Assessment of the pupils' progress is a strength across the school and detailed records of every small step in learning are noted and incorporated into new targets. On occasion, however, the assessments are not used as well as they could be in providing specific and focused targets for the next tiny step in pupils' understanding.
- Lessons generally proceed briskly, are well organised and stimulate the pupils' interest. In a few cases, the pace of the lessons slows because teachers allow activities to go on too long. At these times, pupils can lose concentration and do not learn as well.

The behaviour and safety of pupils are outstanding

- From the youngest to the oldest, pupils have excellent attitudes to their learning. They come into school with smiles and greetings and they enjoy their day. They have very positive relations with adults because of the exemplary standards of care and the high levels of personal teaching and attention they receive.
- Their behaviour, in the context of their learning difficulties, is very good. Lessons usually proceed calmly and purposely and this makes a significant impact on the pupils' readiness to learn. Where pupils become frustrated or distressed and exhibit challenging behaviour, this is dealt with quickly and professionally by the staff using consistent procedures.
- Behaviour is managed very well. There are often impressive improvements in the behaviour of individuals through the careful application of specific care plans. This is accompanied by a high level of modelling of positive behaviour by adults and patient support in showing pupils how to act in various situations.
- The pupils are given every opportunity to show respect and kindness to others. They learn to value the friendship of adults and the other pupils. As a result, their spiritual, moral, social and cultural understanding develops well.
- Bullying or racial incidents are unknown. The school maintains excellent records of interventions to support pupils' behaviour.
- The school gives strong support to parents and there are good partnerships which ensure consistency in the care and management of the pupils. Parents and carers overwhelmingly endorse the school's procedures and have the utmost confidence that their children will be safe and well looked after.
- The school builds in many opportunities for pupils to learn in the community, for instance through visits to the supermarket and the school allotment. Teachers devote great efforts and are effective in showing the pupils how to keep themselves safe in these situations.

The leadership and management are good

- The headteacher has continued to provide strong and effective leadership since the previous inspection. Enthusiastic and experienced senior staff support her and together their expertise has driven the school's continued improvement. The Early Years Foundation Stage and post-16 provision are well managed.
- School leaders maintain a clear overview of pupils' achievement and standards of teaching through robust monitoring and self-evaluation procedures. Pupils' progress is appropriately tracked and recorded in great detail. There is a good capacity to maintain this improvement.
- The headteacher and her deputy are active in managing the performance of teachers. The monitoring of teaching, planning and assessment is well established and welcomed by staff because of the supportive mentoring, coaching and further training which are very positive

features of the school. These have contributed significantly to the improvements seen in teaching standards with only a few inconsistencies remaining, for instance in making full use of assessment and in maintaining the pace of lessons. Teachers' performance is linked appropriately to salary progression and levels of responsibility.

- The local authority has a high regard for the school and provides light touch support.
- The curriculum is well organised and adapted to the needs of each pupil. Learning targets are in small steps, which are relevant and achievable. There is a clear emphasis on communication, literacy and numeracy and on the pupils' personal development. Older pupils work from a well constructed, balanced curriculum, tailored to their individual needs. They are well prepared for the next stages in their education or training. The curriculum, because it is so well adapted, has a significant impact on the pupils' confidence and behaviour and makes a good contribution to their learning and their spiritual, moral, social and cultural development.
- Safeguarding arrangements are excellent and fully meet all statutory requirements.
- **The governance of the school**
 - Governors are well informed about pupils' progress, including school performance data, and the management of the performance of teachers. They effectively manage the salary arrangements for teaching and are involved in how good teaching is rewarded and any underperformance tackled. They maintain appropriate supervision of pupil premium funding and the impact on the pupils' progress and well-being. Governors are involved in the school's monitoring processes. They take part in regular training and, consequently, nominated members are well informed, for instance about health and safety matters and the safeguarding of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110592
Local authority	Milton Keynes
Inspection number	401133

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community Special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	117
Of which, number on roll in sixth form	22
Appropriate authority	The governing body
Chair	Mike Rowlands
Headteacher	Ruth Sylvester
Date of previous school inspection	23–24 March 2010
Telephone number	01908 206400
Fax number	01908 206420
Email address	ruth.sylvester@theredway.net

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