

# The Redway School

## Inspection report

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<b>Unique Reference Number</b>	110592
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	337527
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	92
Of which, number on roll in the sixth form	16
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Rowlands
<b>Headteacher</b>	Ruth Sylvester
<b>Date of previous school inspection</b>	24 March 2010
<b>School address</b>	Farmborough Milton Keynes MK6 4HG
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## Introduction

This inspection was carried out by two additional inspectors. Eighteen lessons were observed and twelve teachers were seen. Meetings were held with staff, governors, groups of pupils and a small group of parents. The inspectors observed the school's work and looked at policies, evidence of internal and external monitoring, academic performance data, teachers' planning and safeguarding documentation. Forty nine parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the tracking of pupils' progress and whether all pupils achieved well in all parts of the school
- whether the school's own view of outstanding for care, guidance and support could be substantiated
- how effective senior leaders and managers and subject coordinators are at analysing pupils' progress and improving provision in their areas of responsibility.

## Information about the school

The Redway School provides for pupils with severe learning difficulties, profound and multiple learning difficulties, autism spectrum disorder and complex needs including degenerative conditions. Pupils are from mainly White British backgrounds, with a number of minority ethnic groups represented. A number of health professionals work within the school to support pupils' health and therapy needs. The Early Years Foundation Stage consists of two part-time Nursery classes and a Reception class.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Redway is a good school. It provides outstanding care, guidance and support for all pupils, ensuring that they start each day with smiles and much enthusiasm. High quality individual plans are drawn up to support their medical and academic needs. Because of this, pupils thrive in a very warm and caring environment, leading to the development of excellent social and moral development. Behaviour is excellent. Articulate pupils say that school is a safe place. Others recognise the adults who are constantly with them. Their facial expressions show that they feel secure and are happy. Despite pupils difficulties they show an exceptional understanding of the need to eat healthily. The dining hall is a wonderful social occasion, enjoyed by all, where healthy eating is very well promoted. Pupils really enjoy the many sessions where they can take exercise, whether it be walking in the playground with an adult, riding bikes or sailing in an extra-curricular activity. The youngest children have an excellent start to their school life. As they move through Years 1 to Post 16, achievement is good. Most achieve their targets year-on-year and a few exceed them. They especially achieve well in developing communication skills through communication aids and the rigorous use of signing. All pupils make excellent progress in their personal development.

The headteacher has established a shared vision, centred on the belief that it is the right of all learners to receive a high quality education whatever their difficulties. Accurate self-evaluation enables staff and governors to have a clear picture of the school's strengths and areas for development. Pupils benefit from the excellent partnerships which have been developed with medical personnel who work in the school as well as local schools and people in the local community. Through monitoring and evaluating, deficiencies in practices have now been addressed. For example, previous lack of information on how well individuals were achieving academically has resulted in a system where achievement and future targets can easily be determined in all subject areas. The headteacher is aware that now this needs to be used more by staff, especially the curriculum coordinators, so that they can see how pupils are achieving in their areas of responsibility. Links with parents are outstanding. Parents have daily opportunities to link with school through home-school diaries which are well used. In addition, the role of the governors has developed well since the previous inspection. The governors are now better informed so are able to support and challenge the school more effectively. Consequently, the school has a good capacity to improve further. The way the school promotes community cohesion is satisfactory. It recognises that better links need to be established at national and international level to give pupils a wider appreciation about the lives of others.

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## What does the school need to do to improve further?

- Ensure that the school promotes community cohesion more effectively so that pupils have a better understanding about the lives of others by:
  - finalising its audit of provision
  - developing the national and international aspects of its work.
- Empower curriculum coordinators to become more involved in analysing the information that is collected on individuals in their areas of responsibility.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy school as demonstrated by their good attendance. All pupils, including those with profound and multiple learning difficulties, achieve equally well. Developing communication skills is a major part in all activities and adults never tire to develop signing or encouraging pupils to talk. As a result, pupils achieve particularly well in this area. Pupils were seen thoroughly enjoying themselves and achieving well as they used control technology and information and communication technology (ICT) from the earliest age. They quickly learn to touch a button or a computer screen to cause something to happen. Pupils enjoy music and art very much. Older students were seen learning well as they used paint with much enthusiasm. Younger pupils participated very enthusiastically and had a wonderful time singing 'The Runaway Train' accompanied expertly by a guitarist and team of adults. Pupils contribute well to the school community and local community. They raise funds to support local and national charities. Pupils are given good opportunities to prepare them well for when they leave school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Outstanding care ensures there is always someone for pupils to talk to or communicate with. Excellent targeted support guarantees that pupils' needs are carefully monitored and steps introduced to help them overcome barriers. Excellent guidance for pupils and their families ensures that parents are fully informed and involved in their children's learning. Excellent links with external agencies enable staff and pupils to receive high quality support. Consequently, both pupils and their families are very well prepared for the future.

The curriculum provides an imaginative and appropriate range of learning experiences which contribute effectively to pupils' learning. Specialist provisions, such as a swimming pool for hydro therapy and the sensory room, are used well to provide good opportunities, particularly for those with visual impairments. As a result, pupils have good opportunities to explore their environment. The excellent choice of activities that enrich the curriculum enables pupils to develop and extend their learning in different situations. Recently, during Healthy Living week, pupils went rock climbing. Primary-aged pupils excitedly showed photographs of themselves in action. Whilst speaking and signing about their achievements, they received sensitive support from adults. These activities promote communication skills as well as personal and social skills very effectively. Older students have the opportunity to go on a residential visit which enables them to learn and live alongside each other. Teachers' planning is consistently clear, effective and caters well for individual needs. All adults know the pupils extremely well and consequently relationships are excellent. This results in harmonious learning in almost all lessons.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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<b>The effectiveness of care, guidance and support</b>	<b>1</b>
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## How effective are leadership and management?

The leadership of the headteacher is very good. She provides the determination and drive to lead the school forward. As a result, staff are ambitious for everyone to achieve their very best. The school’s good leadership is demonstrated by the good, and at times outstanding, achievement that pupils make, the excellent care that they receive, and the calm, exciting environment that is provided for them. Personal needs of individuals are carefully identified so that all have equal opportunities for success in school. The senior leaders support the school well but curriculum coordinators are not yet fully involved in analysing data in their areas of responsibility. Governors provide good quality support. They successfully ensure that safeguarding procedures are robust. An audit of the school’s promotion of community cohesion has been completed and early analysis identifies good links at a local level. Parents were keen to come in and speak to an inspector about how pleased they were that their children attended Redway. One parent, who had the view of many wrote, ‘The school has enabled my child to grown and develop way beyond where many people expected him to be. He is happy, comfortable and secure in a caring and safe environment.’

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Achievement is outstanding. Children receive very well-planned activities and excellent welfare arrangements and high quality teaching. In addition, children's personal

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development and well-being are at the centre of all that goes on. The high-quality indoor and outdoor environments enable children to maximise their learning. In all that they do, however small the step, praise is skilfully used to show children how well they are doing. Adults work very hard to ensure that children's experiences are exciting and of the highest quality. The smiles on their faces, say it all. During a 'rebound therapy' session, a Reception child showed great enjoyment as she chuckled and smiled whilst she was gently bounced on the trampoline. Relationships between children and adults who help them are excellent. All adults know each child's specific needs exceptionally well. Many children speak in one word utterances. Nevertheless, adults encourage them to communicate through speaking, sensitively developing basic vocabulary or by tirelessly teaching them to sign. Many have little sight and do not walk or have great difficulty walking. Adults work hard at encouraging children to walk. The leadership of the Early Years Foundation Stage is of top quality. The excellent links with many medical and professional agencies ensure that the care that children receive is the very best. All adults have an excellent idea of how these young children, with physical and severe learning difficulties and often other medical needs, learn. Sessions run smoothly because the adults are extremely well prepared and organised at the start of each day. Clear records are kept on all children which clearly show the excellent progress they make as they move through the small steps of learning that have been identified for them.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Sixth form**

Students in the Post 16 department receive a good quality education. They achieve well and make good progress towards their targets because work is matched very effectively to individual needs. The sixth form is well led and managed. Teaching is consistently good and there is outstanding personal care. All students follow and are successful in accredited courses which include work-related learning. When appropriate, students receive good opportunities to go on work experience out of school. All activities are age appropriate and staff treat the students as young adults. Relationships between adults and students are excellent and this ensures that the students know they are valued. Students benefit from visits out into the local community and these have a good impact on developing independence skills. A good transition programme ensures that students are well prepared to move on from school when they leave the Post 16 department.



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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## **Views of parents and carers**

Almost all parents are very supportive of the work of the school. All of them who returned questionnaires or spoke to an inspector felt extremely confident in saying that the school kept their child safe and that their children thoroughly enjoyed school. Several parents mentioned 'the very caring and supportive nature of the staff' and 'how the school successfully deals with a wide range of learning difficulties pupils have'. Overall, parents say they are very happy with the experience their children get at Redway.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redway School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team inspector received 49 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	84	8	16	0	0	0	0
The school keeps my child safe	37	76	12	24	0	0	0	0
The school informs me about my child's progress	32	65	16	33	1	2	0	0
My child is making enough progress at this school	25	51	19	39	2	4	1	2
The teaching is good at this school	37	76	11	22	0	0	0	0
The school helps me to support my child's learning	27	55	16	33	4	8	0	0
The school helps my child to have a healthy lifestyle	32	65	15	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	51	16	33	0	0	1	2
The school meets my child's particular needs	28	57	19	39	1	2	0	0
The school deals effectively with unacceptable behaviour	28	57	20	41	1	2	0	0
The school takes account of my suggestions and concerns	29	59	16	33	0	0	1	2
The school is led and managed effectively	34	69	12	24	2	4	0	0
Overall, I am happy with my child's experience at this school	34	69	12	27	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 March 2010

Dear Pupils

Inspection of The Redway School, Milton Keynes MK6 4HG

Thank you for making us so welcome when we came to visit you before the Easter holidays. We had a lovely time visiting your classrooms, watching you play outside in the sunshine and seeing how much you were enjoying your time in school. You go to a good school where the care and support that you receive from everyone is outstanding. Those who look after you at home agree with us.

These are the main things we found out about your school.

- The children in the Nursery and Reception classes get off to an outstanding start.
- You make good progress in everything you do as you move through the school, because you are taught well and sometimes teaching is excellent.
- Your behaviour is good.
- The way the headteacher and her staff lead and manage the school is good.
- Adults plan really exciting visits, which we know you enjoy and invite lots of interesting visitors to come in and work with you. These make learning even more fun. We saw some very keen gardeners when we came to visit.

We have asked the school to do things to improve the education you receive.

- Extend learning of the way other people live to include people in other parts of the country and even abroad.
- Make sure that the curriculum coordinators get more involved in checking how well you are doing in their subjects

Yours sincerely

Nina Bee

Lead inspector

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