

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T 0121 683 3888**



8 December 2011

Mrs H Alcock  
Headteacher  
Buntingsdale Infant School  
Buntingsdale Estate  
Tern Hill  
Market Drayton  
Shropshire  
TF9 2HB

Dear Mrs Alcock

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:  
monitoring inspection of Buntingsdale Infant School**

Thank you for the help which you and your staff gave when I inspected your school on 7 December 2011 and for the information which you provided during the inspection. Please pass on my thanks to the pupils for the welcome they gave to me and to the parents and carers who talked with me during the inspection.

Shortly after the last inspection, a new teaching appointment was made which added stability to the staffing in Key Stage 1. However, in 2011, both of the teachers who shared the Key Stage 1 class took long-term leave of absence. These teachers were replaced by a fixed-term contract teacher and a number of supply teachers.

As a result of the inspection on 28 April 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made inadequate progress in making improvements, inadequate progress in demonstrating a better capacity for sustained improvement and the effectiveness of the school in improving pupils' behaviour is inadequate.

During the period of staffing stability, pupils' progress in Key Stage 1 started to accelerate and attainment started to rise. The 2011 end of Key Stage 1 teacher assessments in reading and writing show that most pupils attained the levels expected for their age, and almost half exceeded them. Pupils' attainment in mathematics also showed some improvement but remained low.

In the Early Years Foundation Stage, teachers have successfully implemented many initiatives to improve children's literacy skills. Greater use is made of the outdoor

September 2010



area to encourage children to develop their early writing and communication skills through role-play and first-hand practical experiences. As a result, in 2011, three-quarters of children achieved the writing skills expected for children of this age, compared with less than half in 2010.

Staff absence and ensuing staffing changes have meant that the many initiatives to improve attainment in Key Stage 1, especially in writing, have not been maintained. In both Years 1 and 2, current attainment is low in literacy and numeracy. The progress of all groups of pupils, including those with special educational needs and/or disabilities, is not strong enough to narrow the attainment gap between pupils in this school and those in other schools nationally. The presentation of pupils' work in books is poor and pupils are provided with few opportunities to write, especially about their own experiences or topics which interest them. Weaknesses in pupils' spelling and command of syntax continue because not enough attention is paid to improving these aspects. Teachers' marking only occasionally gives pupils guidance on how to improve their work. Since the last inspection, a new policy for target-setting has been introduced and all pupils have targets for improvement in their books. However, none of the pupils asked during the inspection knew their targets or felt that they helped them with their learning.

Staffing instability means that previous improvements in Key Stage 1, as a result of staff training and development implemented by the headteacher, have not become embedded. In many lessons the pace of learning is too slow and pupils' knowledge and skills are not built upon systematically. In some lessons, teachers give pupils opportunities to develop their speaking and listening skills by discussing with others questions posed by the teacher. However, pupils are not encouraged to reflect on their learning or demonstrate orally their understanding of new knowledge and skills.

During the monitoring inspection, pupils behaved well on arrival at school and at play. They know that they can talk to adults in school if they have a problem and they feel confident that all adults will listen to them and do their best to help. Pupils are reminded regularly of the school's rules on behaviour and are motivated by being 'star of the week' and receiving certificates in assemblies for good behaviour. All of the parents and carers spoken with during the inspection said that pupils' behaviour was good and there was no bullying. However, some pupils were less positive. Although they said that most pupils get on well together and incidents of bullying are rare, they talked about some low-level disruption in lessons.

While evidence from this monitoring inspection suggests that pupils' behaviour continues to be satisfactory, as at the previous inspection, the effectiveness of the school in improving pupils' behaviour is inadequate because of the continuing link between poor behaviour and some poor teaching. During the inspection, in lessons where the pace of learning was too slow and pupils were not engaged in meaningful and motivating activities, some pupils lost attention, became restless and interrupted the learning of others. The pattern of staffing instability means that the well-

intentioned and appropriate actions of senior leaders have not yet resulted in improving pupils' positive attitudes to work or developing resilience and independent learning.

Since the last inspection, the headteacher has introduced more rigorous monitoring and evaluation processes. There is a new system for tracking pupils' progress, and teachers are held to account more for pupils' achievement. The headteacher undertakes more formal lesson observations and gives detailed feedback to teachers on how to improve. However, the school's self-evaluation and improvement processes are not planned systematically enough. Consequently, despite the many initiatives introduced by the headteacher following the last inspection, their implementation, especially by the temporary staff, is not monitored regularly.

Leadership roles are beginning to be shared among other teachers. The deputy headteacher has undertaken an audit of the strengths and areas for improvement in mathematics and has written a plan for improvement. However, the plan does not focus sharply enough on improving pupils' learning in lessons and does not show how the outcomes for pupils are to be evaluated. The instability in staffing has hindered the development of leadership skills of other staff.

The headteacher reports that she has been supported and challenged well by the local authority since the last inspection. However, mainly because of the problems caused by the instability in staffing, the impact of this support on addressing the areas for improvement identified at the last inspection has not been great enough.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Roy Bowers  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in April 2010**

- Improve writing skills across the school by:
  - planning more systematically for their development and progression
  - providing better opportunities for children in Nursery and Reception to write about their experiences, for example, in the outdoor area
  - ensuring that the new initiatives are fully embedded and that their impact on standards and progress is monitored closely.
  
- Raise pupils' standards and improve their progress by:
  - ensuring teachers organise lessons so that pupils can build up their knowledge and confidence systematically
  - providing better opportunities in lessons for pupils to reflect on what they have learnt and demonstrate their understanding orally
  - making better use of marking and pupils' targets.
  
- Improve the quality of leadership and management by:
  - increasing the frequency of formal monitoring, for example, through lesson observations, identifying clearly action points and ensuring that they are followed up to enhance staff skills
  - developing the leadership skills of staff other than the headteacher to play a fuller part in reviewing the school's performance.