

Donnington Wood Infant School and Nursery Centre

Inspection report

Unique reference number	123364
Local authority	Telford and Wrekin
Inspection number	380644
Inspection dates	13–14 March 2012
Lead inspector	Deborah Udakis HMI

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Amanda Hall
Headteacher	Caroline Boddy
Date of previous school inspection	30 September 2008
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Age group	3–7
Inspection date(s)	13–14 March 2012
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Introduction

Inspection team

Deborah Udakis

Her Majesty's Inspector

Margaret Pawlowski

Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed teaching and learning in 15 lessons, and spent an additional hour making general observations in the Nursery, seeing 10 teachers and most teaching assistants. Discussions were held with the headteacher, senior leaders including members of the governing body, parents and carers, staff and pupils. The inspectors observed the school's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans, evidence about the curriculum and written policies. They analysed questionnaires from 25 parents and carers. The school's safeguarding procedures were also evaluated.

Information about the school

This is a stable, smaller-than-average primary school. A Sure Start Children's Centre is co-located on the school site and the school accesses a range of additional family support services via the centre. The centre itself is managed and inspected separately. Children are admitted to the school's Nursery in the term following their third birthday.

The vast majority of pupils are of White British heritage, with others coming from a range of minority ethnic groups, and just a few being at the early stages of learning English. There are also a very small proportion of pupils who are disabled, and a higher than average percentage of pupils who have special educational needs. Their needs predominantly relate to speech and language difficulties. The proportion of pupils who are known to be eligible for free school meals is well above the national average.

The school has gained the Healthy Schools award. In 2011, the school received an award from the local authority for the most-reduced persistent absenteeism.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils are thriving because significant improvements to the school since the last inspection have resulted in good achievement. It is not an outstanding school because pupils' attainment remains broadly average and their progress is good overall. The quality of teaching is predominantly good but there are no outstanding lessons currently.
- Leaders and managers at all levels are motivated, enthusiastic and highly skilled. They hold high expectations and share ambition for the pupils and their families. Good leadership of teaching and effective performance management support improvements well.
- The quality of teaching is good, so achievement is good. However, some satisfactory teaching remains and not all pupils know their next steps in learning. More-able pupils make good progress overall but several are not making the progress they are capable of. Reading is a particularly strong aspect. Pupils are developing well the skills and understanding needed to become successful readers. Attainment remains broadly in line with the national average.
- Pupils' cultural awareness is well promoted through exciting and stimulating celebrations and events. However, everyday opportunities to explore diverse cultures and differences are less obvious. Pupils behave well and feel safe in school.
- Attendance has improved by 3% in the last year but remains well-below average. The learning mentor and senior leaders are working successfully to develop partnerships with parents and carers and to further improve attendance.

What does the school need to do to improve further?

- Accelerate pupils' routine learning and understanding of how people from other cultures and religions live their lives and contribute to the community as a

whole; by December 2012.

- Raise the attainment of pupils to above average by May 2014 by:
 - ensuring that the quality of teaching is consistently good or better throughout the school
 - accelerating the progress of higher-ability pupils by providing them with suitable challenge
 - ensuring that all pupils have a clear understanding of the next steps in their learning
 - improving attendance so that it is in line with the national average.

Main report

Achievement of pupils

All parents and carers who responded to either the Ofsted questionnaire or completed the school's own satisfaction survey expressed positive views of their child's progress at the school. Most spoke very highly of the school and agree that their children are happy and achieving well. Inspection evidence supports these views. One parent commented that they are '...always greeted with a smile.' There are no significant differences in the achievement of different groups of pupils. For instance, disabled pupils, those who have special educational needs and those new to speaking English also make good progress. However, some pupils, while making good progress overall, are not always making the progress they are capable of. Most children start Nursery with skills below the expected levels but, by the time they transfer to their next school, pupils' attainment is average. The school promotes a love of reading very well. Many pupils are becoming strong readers and more achieve Level 3 in reading than average. More recently in Year 2, many pupils make outstanding progress in reading, writing and mathematics. The large majority of pupils make good progress due to their positive attitudes to learning. As a result pupils' achievement is good. Attainment in reading is slightly above the national average by the end of Year 2.

Most pupils concentrate well in lessons, persist at activities and remain focused on the task in hand. This was demonstrated particularly well by pupils participating in the workshops run by the Birmingham Repertory Theatre where they all remained involved and made their contributions with confidence. With the strong participation of teachers, constant discussions were maintained with pupils and this supported their learning. In a Year 2 literacy lesson, pupils made good progress. They were actively engaged throughout the lesson and their behaviour was outstanding. This was because of the good quality teaching and the use of the outdoor area to create a story setting to inspire the pupils' imagination.

Nursery and Reception children are gaining strongly in their learning. Highly reflective teachers carefully monitor the progress of each child and use their prior learning and knowledge of individual children to plan and provide exciting and challenging activities. For instance, at snack time, two children collected the apple pips from the other children and planted them in the garden. This was further supported by teachers in the afternoon when children took more apple pips and

using compost, pots, and tools provided in the outdoor play area planted the seeds with skill and determination. 'Mine is going to be a carrot.' insisted one child. This is typical of how the children's learning is successfully promoted, following their interests and making effective use of the outdoor learning environment.

Quality of teaching

All parents and carers who made their views known agree that teaching at the school is good. Pupils agree with this judgement and inspection evidence confirms that it is accurate. Expectations of pupils are high and planning is effective. Planning clearly differentiates between the learning of individuals and includes engaging activities which help pupils build on their prior learning and develop their skills and understanding over time.

Pupils' skills in reading, writing and mathematics are developed through well-taught, regular discrete lessons and carefully-planned topic work. Teachers' good subject knowledge and well-targeted questioning ensure appropriate levels of challenge to secure good learning and progress. However, some pupils do not know the next steps in their learning. As a result, they are not always aware of what they need to do to accelerate their learning.

Assessments are robust and individual. In the Nursery, there is always an adult somewhere observing and assessing the children. Staff demonstrate reflective practice in the way assessments are used to adapt and develop day-to-day activities for individuals. They listen carefully to the children and build thoughtfully on their individual contributions.

Pupils new to English, disabled pupils and those with special educational needs receive good quality teaching and support. The specialist support from the speech and language therapist and the implementation of effective communication, language and literacy strategies have proved invaluable in supporting good progress. Pupils are enthused by books and literature. One Nursery child exclaimed, 'I'm going to learn to read today!' A pupil in Year 1, said she loves reading and that she is '...a good reader because I attend the guided reading group.' Parents and carers recognise their children's enjoyment of books. One stated, 'My child loves to read and has books read to her all the time.'

The school's well-considered curriculum supports good teaching and a positive cross-curricular approach to learning. For instance, topic work is rich in scientific study, literacy and numeracy. Pupils' enjoyment and achievement are evident in every lesson and activity. They are developing a positive sense of spirituality and moral responsibility through their engagement with the external environment and good-quality outdoor learning experiences. In addition, the school supports and encourages pupils' creative expression through singing. The school choir participates in the 'Big Sing' and this contributes positively to pupils' self esteem and emotional well-being. Teaching ensures that pupils' spiritual, moral, social and cultural development is positively supported.

Behaviour and safety of pupils

Behaviour in lessons and around the school is consistently good, with some examples of outstanding behaviour. Pupils concentrate and listen well and make valuable contributions in class. No incidents of bullying or inappropriate behaviour were observed. Pupils say that bullying behaviour by others is very rare. They have high expectations of behaviour and they are well supported by trusted adults to resolved issues between them. Parents and carers predominantly support this view, and say their children are safe in school. Teachers' management of behaviour is good. Pupils understand the behaviour code which they say is consistently and fairly applied. They take an active role in the development of the school as members of the school council and as 'tidy up' children. The effective and creative use of rewards and sanctions contributes to the kind, caring and considerate behaviour of pupils. They receive gentle reminders from trusted and caring adults about the expected rules of behaviour and most follow them routinely. Pupils feel safe and secure in the warm and inclusive environment.

Adults and pupils treat each other with respect and there is good attention paid to equality, inclusion and pupils' individual circumstances. Pupils demonstrate that they are aware of how to stay safe and most state overwhelmingly that they feel safe in school. The 'Fun Friends' programme helps them to build resilience and to cope with everyday anxieties. The programme has proved successful in helping to remove barriers to learning and improving pupils' life skills.

Attendance is improving but remains below average. However, the school is taking positive steps to support and encourage daily attendance and to engage with families whose children have a poor attendance record. For instance, the attendance panel attended by senior leaders monitors closely the impact of attendance; and the 'Walking Bus' collects individual pupils from their homes where possible. There are highly prized rewards for good or improved attendance.

Leadership and management

The governing body plays a positive role in the leadership of the school and includes parents and representatives from the wide network of professional partners. Members of the strong leadership team work well together to evaluate the effectiveness of the school and plan effectively to drive improvement. There are positive performance-management processes in place and all leaders take an active role in assessing the quality of teaching, pupils' progress, and attendance. There have been significant improvements in the overall quality of teaching as a result of clear feedback to teachers on their practice from colleagues, and opportunities for professional development geared to their particular needs. Leaders demonstrate their detailed knowledge and understanding of the key strengths of the school and areas for development. As a result, the school has good capacity to improve.

The school's varied; balanced and interesting curriculum supports and excites pupils' imagination. For instance, there was huge excitement throughout the whole school as chicks started to hatch in the incubator, and the outdoor learning environment supports the good progress of boys and girls. The curriculum supports spiritual, moral, social and cultural development well. For example, pupils are developing an awareness of other cultures as a result of well-planned special topics. Nevertheless, regular opportunities for them to develop their knowledge and understanding of

different cultures and religions are limited.

Leaders and staff ensure that the school is fully inclusive by doing all they can to meet the individual needs of all pupils and families. Staff and leaders are very sensitive to the needs of the community and take positive steps to overcome barriers to learning and challenge discrimination.

Partnerships with parents and carers are strengthening and most are very satisfied with the school. Pupils are safe, secure and well-protected in school because of the rigorous safeguarding procedures. The strong and effective partnerships with other agencies have a positive and beneficial impact on pupils and families as they ensure that effective early interventions are put in place to secure the good progress of disabled pupils and those with special educational needs, and those whose circumstances might make them vulnerable.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 March 2012

Dear pupils

Inspection of Donnington Wood Infant School and Nursery Centre, Telford TF2 8EP

Thank you for making us feel so welcome when we visited your school. We enjoyed our visit very much, talking with you and seeing all the exciting things you do each day. We think your school is good. The headteacher used the words of W.B Yeats, the Irish poet and writer, to explain that in your school, 'Education is not filling a bucket, but lighting a fire'. Leaders and teachers are working hard to fire your imagination and love of learning and this is seen throughout the school. The adults are very skilled at caring for you, keeping you safe and making sure you do well in everything you do. They are good at knowing how to make things even better.

These are just some of the things we found are good at your school.

- It is a very friendly and safe place in which to work and play.
- You make good progress in your learning and reading is a particular strength of the school.
- You enjoy school very much because your teachers are good at making sure there is always something to interest you.
- The outdoor areas and activities are good and give you many exciting things to do.
- You concentrate hard at everything you do and you are caring and kind and work well together. Your behaviour is consistently good. Well done!
- You are curious and use your imagination very well indeed.

We have asked the headteacher to do two things to help you learn even more. We have asked them to make sure that you have good opportunities to talk about people from other cultures and religions. Also, we have asked them to make sure that all of you learn as much as possible by ensuring all teaching is good or better, that pupils attend school each day, and that you know your next steps in learning.

You can help by coming to school every day and by always working as hard as you can.

Yours sincerely

Deborah Udakis
Her Majesty's Inspector

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