

Tredworth Infant School

Inspection report

Unique reference number	115497
Local authority	Gloucestershire
Inspection number	379082
Inspection dates	22–23 March 2012
Lead inspector	John Carnaghan

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Beverley Williams
Headteacher	Roberta Camble
Date of previous school inspection	19–20 November 2008
School address	Victory Road Gloucester GL1 4QF
Telephone number	01452 520411
Fax number	01452 530248
Email address	admin@tredworth-inf.gloucs.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

John Carnaghan

Additional inspector

Jan Edwards

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons taught by eight teachers over six hours. They held meetings with groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at its policies, records and other documents as well as questionnaires from staff and 28 parents and carers.

Information about the school

Tredworth is a smaller than average-sized infant school. It has an independent Nursery on site that was not inspected. The proportion of pupils known to be eligible for free school meals is above average. Almost half of the pupils are from minority ethnic groups; this is well above average. The largest minority groups are of Other White heritage; there are small groups from a number of other backgrounds. The proportion of pupils who speak English as an additional language is above average. The proportion of disabled pupils and those who have special educational needs is higher than average. The school is experiencing an increasing turnover of pupils and growing numbers who face barriers to learning. The school holds the Artsmark gold amongst other awards.

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	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. From the moment they start, pupils benefit from well-targeted teaching and support. All groups make good progress, reaching average levels of attainment by the end of Year 2. The school is not outstanding because most teaching is good rather than excellent.
- A combination of effective teaching and enthusiastic pupils ensures learning is good. Assessment data are carefully employed to promote a consistency of progress across subjects and groups. Good provision helps children in the Early Years Foundation Stage develop confidence and relevant skills. Well prepared for the National Curriculum, pupils continue their good progress in Years 1 and 2, benefiting from the skills and commitment of teachers and other staff. All groups of pupils achieve well.
- Teaching is good. Pupils are very well managed so classrooms provide a calm environment, where learning is the top priority. Teachers' enthusiasm is infectious; they use interesting strategies to engage pupils' interest and build their self-esteem. However, the pace of some lessons can flag and pupils lack opportunities for independence in Year 1.
- Good behaviour is the norm. Pupils relate warmly to one another, teachers and other adults. The school is calm and well ordered; pupils work and play well together. They say they feel safe at school, correctly reporting that the school is caring and bullying is rare. Attendance has improved but remains average because a few families do not ensure their children attend regularly.
- The headteacher, staff and the governing body work cohesively to support pupils and drive improvements. Rigorous leadership of teaching and management of performance promote pupils' good progress. The school is very proactive in engaging with parents and carers but a few remain unwilling to cooperate fully in their children's education.

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

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that all lessons:
 - run at a brisk pace throughout, promoting good learning
 - provide sufficient opportunities for pupils to initiate their own learning and work independently in Year 1.
- Reduce unauthorised absence still further by working more closely with the small number of families who do not fully cooperate with the school's efforts to ensure their children attend regularly.

Main report

Achievement of pupils

Pupils make better than expected progress because teaching is good and well-focused on helping them overcome barriers to learning, particularly linguistic issues. Teachers' powerful emphasis on developing pupils' skills in reading, writing, communication and mathematics provides them with the tools they require to access the subjects of the curriculum and to enjoy education. Children make a very good start in the Early Years Foundation Stage. Their needs are quickly understood by all adults and they learn well because teaching is both energetic and challenging. They make good progress in their Reception Year because their needs, for example to develop an understanding of spoken and written English, are identified early and quickly addressed. Children make particularly strong gains in personal development and communication, language and literacy so are well prepared to start the National Curriculum in Year 1.

The parents and carers who responded to the inspection questionnaire all agreed that effective care and support enables their children to progress well. High quality support for pupils whose learning is slowing ensures that their progress is quickly boosted. This is based on a full understanding of individual needs, both academic and personal. The outcome of this is equality of progress for all groups of pupils, including those who are disabled and those who have special educational needs.

Enjoyable lessons, enhanced by pupils' positive attitudes, mean learning is often good or better. A good Key Stage 1 lesson on sentence writing was typical. The teacher's understanding of the language barriers faced by many of her pupils led to a lesson where physical activity and repeated chanting developed and reinforced a comprehension of how to write about the characteristics of wild animals. In consequence, when the time came to put pencil to paper, pupils were enthusiastic and confident about what to write and how to go about it.

Numerous opportunities for pupils to use and enjoy books mean that they are confident readers and their attainment in reading is average at the end of Year 2. Given pupils' low starting points when they enter school, their good progress and their broadly average attainment by the end of Year 2, the achievement of all groups is good.

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

Quality of teaching

Pupils are enthused and motivated by their lessons and greatly enjoy participating. Parents and carers correctly believe that their children are well taught. Teachers work effectively to promote pupils' self-esteem and usually provide good opportunities for independence. However, lessons for Year 1 pupils are sometimes too teacher-led, offering too few occasions for pupils to initiate their own learning.

Teachers demonstrate good subject understanding and use this to accurately assess pupils' skills development. They question pupils perceptively and encourage them to understand their own progress through self-assessment and by assessing the work of their peers. Teachers use their good knowledge of each pupil's attainment and progress to plan lessons, so they usually employ effective strategies to engage pupils and promote learning. Teaching assistants are carefully deployed to ensure the best possible use of their time. They are both capable and flexible, and use their understanding of individual pupils to offer the right degree of support and challenge. Marking is informative so pupils are well briefed on the next steps in their learning.

All staff work to promote courtesy and good manners, showing consistently high expectations. Teachers promote social development, encouraging cooperation at all times. The well-planned and taught SEAL (social and emotional aspects of learning) scheme offers very strong opportunities to develop pupils' moral understanding. Teachers plan a wide range of cultural experiences, particularly in the arts, that are much appreciated by pupils.

Classrooms are pleasant places to learn, but sometimes lessons that start at good speed slow down. As pupils move onto their own tasks they are allowed to work at their own pace, and this can slow down their learning. However, this is by no means always the case. In an outstanding Year 2 mathematics lesson, the opening was enlivened as a pupil, acting as the teacher, used an egg timer to ensure everyone finished their starter activity promptly. Confident, friendly pupil management by the teacher promoted a competitive atmosphere, where motivated pupils strove to out-do the teacher in solving complex addition problems.

Behaviour and safety of pupils

Parents, carers, staff and pupils have few concerns over behaviour. Typically, pupils respond well to very good management by staff and strive to meet the school's high expectations. The outcome of this is that learning is very rarely affected by disruption, and classrooms are purposeful, harmonious environments. Relationships are positive; pupils help each other as a matter of course and warmly applaud one another's efforts. Behaviour management strategies employed by the school, such as support groups for those facing behavioural and emotional issues, are notably effective. Bullying of all kinds, including cyber-bullying, is unusual and pupils report that staff deal with it very well.

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

The inclusive ethos of the school, where pupils are regularly praised and rewarded for their efforts, means that most feel secure and valued. They report that they always feel safe at school; some contrast the school environment with the concerns they occasionally feel for their safety in other parts of their lives. Pupils generally show a good understanding of unsafe situations and how to avoid them.

Attendance has shown a sustained improvement over recent years and is now similar to the national average. However, despite the school's considerable efforts, a few families keep their children at home unnecessarily.

Leadership and management

Key leaders and managers, including the governing body, share high expectations and an ambition for school improvement. All staff fully support the vision of a caring school where pupils can thrive. Systematic monitoring, both formal and informal, promotes the best aspects of teaching so most lessons are now at least good. Assessment information is carefully considered by the headteacher and senior leaders as they strive to drive up attainment. It is thoroughly used to hold staff to account. This information also clearly identifies pupils whose progress may be in danger of faltering; the school then chooses from an extensive menu of possible actions, targeting the correct type of support to each individual. In this way it ensures equality of opportunity for all pupils and that there is no discrimination.

The school has effectively addressed areas of concern raised in the previous inspection. It has maintained good achievement in the face of a higher turnover of pupils and a greater proportion facing barriers to progress. Its plans for the future are precise, workable and relevant. The school's capacity for further improvement is good.

The governing body has good methods to evaluate the school, using regular targeted visits and analysing assessment information. Members have constructive relationships with senior leaders and use their understanding to offer challenges where appropriate. Governors play their part in ensuring the safety of pupils, and safeguarding systems are robust and fully meet current statutory requirements.

The curriculum is broad and balanced, and offers numerous interesting opportunities. The arts have a high profile, evidenced by the school's Artsmark gold award. Visiting theatre groups and drama workshops offer opportunities for pupils to reflect on important social and moral issues. Pupils printed tee-shirts to raise money for an African charity, promoting their moral, cultural and multi-cultural understanding. The learning platform provides computer access for pupils, families and staff to many elements of the curriculum from home and school. It includes numerous stimulating resources that promote learning.

Staff reach out to families, offering a number of courses from parenting to cookery. Parents' and carers' relationships with staff are generally collaborative and friendly, and the school is open at the start and end of day for informal contacts. A small

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

group of parents and carers do not fully value the school's efforts, and the school agrees that it has not yet explored opportunities to be more proactive with this group.

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.



26 March 2012

Dear Pupils

Inspection of Tredworth Infant School, Gloucester GL1 4QF

Many thanks for the help that you gave to us when the inspectors visited your school recently. It was very good to meet and speak with you, and we were pleased to note your good behaviour.

Your school is good. You were right to say that you feel safe and well looked after. The teaching is good and you usually work hard in lessons so that you make good progress. The attainment of pupils at the end of Year 2 is similar to that of other boys and girls of the same age. The school is well led and managed so you all get the right kind of support to help you make good progress.

We have asked the school to make some improvements.

- Make sure lessons do not slow down too much and give Year 1 pupils more opportunities to choose their own work.
- Keep working with all parents and carers to ensure that all pupils come to school as often as they can.

All of you can help by keeping up your good behaviour and never staying away from school unless it is absolutely necessary.

Yours sincerely

John Carnaghan
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**