

Telford Infant School

Inspection report

Unique Reference Number	125562
Local Authority	Warwickshire
Inspection number	363993
Inspection dates	16–17 May 2011
Reporting inspector	Georgina Beasley

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	264
Appropriate authority	The governing body
Chair	Richard Miller
Headteacher	Alison Foster
Date of previous school inspection	13 November 2007
School address	Telford Infant School Kelvin Road, Leamington Spa CV32 7TE
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Introduction

This inspection was carried out by three additional inspectors. Twenty three lessons were observed and nine teachers seen. Inspectors held meetings with staff, pupils and representatives from the governing body. They observed the school's work, and looked at safeguarding procedures, assessment information, pupils' work and a range of policies and procedural documents. Inspectors analysed 136 questionnaires from parents and carers and 22 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successful is the school in closing the achievement gap for pupils who speak English as an additional language and for pupils with special educational needs and/or disabilities?
- What is the school doing to enable pupils who reach expected levels in reading and mathematics to do so in writing, especially boys?
- Has the focus on curriculum planning resulted in improved outcomes this year for pupils' personal development and their learning?
- Has provision improved in the Early Years Foundation Stage, particularly for learning and development in children's literacy and numeracy skills?

Information about the school

The large majority of children who attend this average-sized infant school are of White British heritage. A small number are from minority ethnic backgrounds, with below average numbers speaking English as an additional language. An average proportion have special educational needs and/or disabilities for learning difficulties. The proportion of pupils with a statement of special educational needs and/or disabilities is also around the average. 'Smiles' breakfast and after school club which runs every day is managed by the governing body. The school has Gold Artsmark, Becta ICT, and Race Equality awards, and Healthy Schools Status.

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

Telford Infants is a good school. It provides a welcoming environment for all pupils, parents and carers, and visitors. As a result, pupils feel safe and well looked after. Pupils enjoy learning, reflected in their high attendance, full engagement in lessons and involvement in a varied range of after-school activities. They particularly like art and their many trips. Pupils are involved this year in choosing the curriculum topics and so they are interested and motivated to learn from the outset. They practise key literacy, numeracy and information and communication technology (ICT) skills throughout the day, so these skills are good. Pupils make a good contribution to the school community by taking responsibility for jobs around the school, in class and by giving their views about school improvement. Good care, guidance and support result in pupils with high self-esteem and confidence, and good personal skills that prepare them well for the future.

Good teaching and a motivating curriculum results in pupils' good learning and progress. Teachers and pupils work together to plan curriculum topics that respond to interests, and plan learning that focuses precisely on what pupils need to learn in order to achieve well. As a result of this good learning, attainment has regained its above average levels in reading and mathematics after a dip last year and improved in writing so that too is above average this year. Pupils with special educational needs and or disabilities, and those who speak English as an additional language, make good progress. Many reach above expected levels because of the focused guidance and support they receive to help them overcome any barriers to learning.

This rich and interesting curriculum is motivating pupils to write and there are some signs of success. Nevertheless, pupils who attain the lowest levels are nearly all boys. Teachers use assessment information well to identify which pupils need more support to learn a particular skill or new piece of learning. Teaching is good when pupils' learning is assessed during lessons to make sure planned support and activities are relevant and sufficiently focused to move learning forward at a good rate. Systematic processes to check that all teachers use effective strategies in every lesson are in place but are not fully established. As a result, there remains some inconsistency in the quality of teaching and some satisfactory teaching remains.

The school's capacity to improve is good. All staff make a strong contribution to the leadership and management of school improvement and so the drive for improvement has been concerted. Provision for children in the Early Years Foundation Stage has improved and is now good, and attainment in writing is above average. Safeguarding arrangements are satisfactory. Staff follow procedures diligently to ensure pupils' safety and well-being while they are in school. The governing body is involved in discussing and agreeing important policies and procedures including those for safeguarding arrangements to make sure it meets its statutory requirements. It does not have a systematic and formal process

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for evaluating and reviewing all policies and procedures regularly. The governing body has a clear view of pupils' achievement, of their learning and progress and of curriculum provision. It uses this detailed knowledge to challenge the school and hold it to account for any dips in attainment.

What does the school need to do to improve further?

- Improve consistency in the quality of teaching so that 80% is consistently good or better by July 2012 by:
 - strengthening teachers' use of assessment to target support more effectively for pupils who find learning difficult and especially to help all boys to make good progress in writing
 - ensuring support and activities are always relevant and focused and so move learning forward at a good rate
 - monitoring the quality of teaching against pupils' learning and so identify whether agreed improvements are being implemented consistently.
- Implement and establish a systematic and formal process to enable the governing body to evaluate and review all policies and procedures regularly.

Outcomes for individuals and groups of pupils

2

Attainment is above average in reading, writing and mathematics and pupils' achievement is good. Most are reaching expected levels or better, including pupils with special educational needs and/or disabilities and those who speak English in addition to another language. A strong focus on developing pupils' vocabulary and speaking skills through an interesting curriculum is helping most pupils to be successful in thinking of and recording their ideas. As a result, attainment in writing has improved this year from its consistently average level in previous years when some boys were reaching higher levels in their reading and mathematics than in their writing. Pupils make good progress from their average starting points when they begin in Reception.

Learning and progress in lessons and over time are good. Pupils' involvement in planning topics has resulted in high levels of interest and concentration. In most lessons, pupils are clear about what they are learning and why because they are often involved in identifying their 'steps for success', so that they know what they have to do to be successful. When these are displayed alongside the pupils' work, it helps them remember how to solve a particular problem in mathematics, use certain punctuation or spell a particular word. Pupils are involved in checking their learning through individual conversations with their teacher or supporting adult, and through sharing and improving their work with classmates at the ends of lessons.

Pupils say that they always feel safe and say that 'we can talk to anyone if we have a problem.' Pupils recognise that behaviour is good for nearly all of the time and know that 'when you're very naughty you go to the headteacher'. They say that they help each other 'learn to get along because the school cares'. Pupils have a good understanding of how to stay healthy and they talk knowledgeably about the importance of exercise, and the different food groups that are needed for a balanced diet. They enjoy a range of sport, dance and physical education lessons, and take part enthusiastically in 'Activate' every

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morning. Through the school council, pupils give their views about what the school does well and improvements they would like to see and so make a strong contribution to school evaluation and improvement. They talk knowledgeably about the many visitors to school from the local community, their own contribution to keeping the local area tidy and about the school's links with schools in Africa.

Pupils have a good sense of right and wrong, are sociable at play and when working on a shared task, and know that they have an important role to play in the school. Pupils recall their learning about different cultures through the curriculum projects, but are not always so clear about their learning of different faiths and religions.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers seek ways to make learning interesting and so meet the many different ways in which pupils choose to learn. ICT enables pupils to develop their understanding of word and number patterns. The many opportunities to work together enable pupils to share and test ideas and to explain what they are doing and why. In the most effective lessons, teachers use questions so they know what pupils are thinking and to check pupils' understanding. They then ask further questions or make adjustments to the activity to extend this thinking and move learning forward. Learning is satisfactory when teachers do not check that the planned activity is supporting pupils' learning effectively. Nor do they

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check whether pupils' understanding is better than anticipated to enable them to move learning forward faster.

The focus on 'making writing exciting' is beginning to be successful in raising attainment for all pupils. A strong focus on drama, role-play and activities to develop interesting vocabulary enables pupils to talk clearly about their ideas and to explain reasons for word choices. This focus is particularly beneficial to pupils who speak English as an additional language. The interesting curriculum has resulted in the school's achievement of numerous awards including those for art, ICT and healthy schools status.

Good care, guidance and support enable pupils with special educational needs and or disabilities to overcome their difficulties to achieve well; they also promote high attendance and pupils' good personal development. There is good day-to-day care from staff, including administering first aid and checking that everyone has a friend to play with. Pupils who attend 'Smiles' take part in a varied range of activities that give them a positive start to the day and enable them to relax after school finishes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads by example. Parents and carers recognise the 'strong sense of community running through the school which teaches pupils that it is important to respect others'. The drive for improvement comes from all staff, many of whom are developing their leadership skills. These have been put to good effect to improve the quality of teaching across the school, especially in the use of assessment to target the needs of pupils with special educational needs and/or disabilities and the planning of an interesting curriculum to motivate pupils to speak and to write. Lesson study enables teachers to talk to colleagues about their own practice and to identify and subsequently implement successful teaching strategies. As a result, the proportion of consistently good teaching has increased.

The school gives strong focus to promoting equal opportunities through ensuring the building is accessible for adults and pupils with disabilities and making sure that everyone has the support they need to access learning. Everyone is taught to be respectful of each other's feelings and celebrations of the school's diversity are commonplace. In recognition of its work in this area, the school has received a race equality award.

There are satisfactory arrangements for safeguarding pupils and statutory requirements are met. Members of the governing body have completed safer recruitment training and use this knowledge and expertise to ensure that the school follows procedures for

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checking the suitability of staff. Regular and frequent discussion at governing body meetings checks procedures, but a systematic process of review and evaluation is not established.

Good partnerships with parents are reflected in the high number of positive questionnaire responses and positive views shared by parents and carers who spoke to the inspection team. Many accompany their children into the classroom every morning to share a story or look at work and so enjoy the start of the learning day together. Community cohesion is good through local and global partnerships. Close partnerships with two local schools have resulted in reciprocal support for curriculum planning, the sharing of resources and the opportunity for pupils to work with different groups of children of a similar age. There are good opportunities for pupils to learn about the diversity of global communities through links with schools abroad but fewer opportunities to learn about the diverse communities that make up modern Britain.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start in Reception with knowledge and skills that are within the bands expected for their age. They make good progress and nearly all children reach expected levels by the end of the year and a good number exceed these. Children make particularly good progress in their personal, social and emotional development and speaking and listening skills. Children are fully involved in choosing curriculum topics and in planning the varied range of activities. For a good proportion of every day they choose what and where to learn. As a result, children start Year 1 as confident and independent learners.

Good leadership and management have resulted in improved provision since the previous inspection. Adults work closely together to plan the precise knowledge, understanding and skills children will learn in the selected topics and activities which are varied and respond

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well to children's interests. As a result, children are totally absorbed during independent learning time. Assessments detailed in each child's learning journey inform adults' targeted interactions at these times and learning is moved forward well as a result. The skills lessons at the beginning of the day are less successful in promoting learning and development. Sometimes activities are too difficult and so adults cannot support every child in the group who needs it. Sometimes tasks are too easy and are not adjusted quickly enough to extend or consolidate learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around half of parents and carers returned the questionnaire. Almost all reflected positive views and satisfaction with the school. The inspection endorses the positive responses. 'The school has a lovely atmosphere with the children enjoying their learning' was a sentiment expressed by many parents and carers.

A very small number of parents and carers would like more opportunity to talk formally about their children's progress and especially the levels they are reaching. Parents and carers are welcome to talk to teachers on an informal basis every day if they have concerns and to attend the more formal parent forum to give their views. A significant number of parents and carers did not respond to the question about their child's preparation for future life. Pupils are prepared well for moving to their next class and are 'excited about going to the junior school'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Telford Infant 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 received 136 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	66	44	32	2	1	0	0
The school keeps my child safe	94	69	42	31	0	0	0	0
My school informs me about my child's progress	51	38	77	57	3	2	0	0
My child is making enough progress at this school	68	50	61	45	2	1	1	1
The teaching is good at this school	83	61	51	38	0	0	0	0
The school helps me to support my child's learning	70	51	62	46	2	1	0	0
The school helps my child to have a healthy lifestyle	69	51	65	48	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)	66	49	55	40	1	1	0	0
The school meets my child's particular needs	65	48	65	48	4	3	0	0
The school deals effectively with unacceptable behaviour	51	38	77	57	3	2	0	0
The school takes account of my suggestions and concerns	53	39	71	52	1	1	1	1
The school is led and managed effectively	78	57	55	40	1	1	0	0
Overall, I am happy with my child's experience at this school	87	64	48	35	1	1	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 May 2011

Dear Children

Inspection of Telford Infant School, Leamington Spa, CV32 7TE

Thank you for making us feel so welcome when we visited your school recently. It was good to hear how much you enjoyed school. We agree with those who told us that this is because teachers want you to do well and that they plan fun things to do. It is also because you concentrate hard in lessons and try to do your best.

It is clear from talking to you that you feel safe in school and know what to do if you have a concern. You said that the school 'helps you to learn to care for each other because adults care for you in school'. This is true. Your behaviour is good. You are considerate and respectful of each other's feelings. You make a good contribution to the school by doing jobs around the school and taking part in the school council. You also contribute well to the local community with tasks such as litter picking and inviting visitors to school events. You all make good progress because teaching is good and because you usually try your best in lessons. As a result, you are doing well in your learning, especially in how you talk about your work, in your reading and in your maths. You are doing much better this year in writing although some of the boys are not doing so well in writing as they are in reading and maths.

We have asked the adults who work in your school to make sure you all make good progress in lessons by checking that more teaching is always good. You can help by continuing to concentrate as well as you do in lessons. Ask your teachers and the other adults who work in your classrooms for help if you find tasks too difficult or if you can already do what is being asked. We have also asked the governing body (the adults who help the school make sure it is doing as well as it can) to make sure that important policies and procedures are reviewed regularly to ensure the school is working as well as it should.

Thank you again for your warm welcome. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Georgina Beasley

Lead inspector

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