

# Tredworth Junior School

## Inspection report

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<b>Unique Reference Number</b>	115482
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	379080
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	Ann Henderson HMI

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Klim Seabright
<b>Headteacher</b>	Andrew Darby
<b>Date of previous school inspection</b>	14–15 February 2007
<b>School address</b>	Tredworth Road Gloucester GL1 4QG
<b>Telephone number</b>	01452 524578
<b>Fax number</b>	01452 387843
<b>Email address</b>	admin@tredworth-jun.gloucs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed teaching and learning in 19 lessons or part lessons taught by 11 teachers, and held meetings with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, documentation related to the safeguarding of pupils, curriculum documentation, minutes of the governing body meetings, staff and pupil questionnaires and 117 questionnaires from parents and carers.

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

- How well teachers use assessment information to improve learning in English and mathematics, particularly to support pupils whose circumstances make them vulnerable but also including boys and lower-achieving pupils in English, and challenge more-able pupils in mathematics.
- The effectiveness of strategies to improve attendance, particularly for pupils who are persistently absent and pupils at risk of underachievement.
- The effectiveness of partnerships to promote learning with particular regard to ensuring equality of opportunity for all pupils.

## Information about the school

Tredworth Junior School is larger than the average junior school. The proportion of pupils known to be eligible for free school meals is well above average as is the proportion of pupils whose first language is not English. The proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average. The majority of these pupils have speech, language and communication needs and a small minority have behavioural, emotional and social difficulties. The school has achieved the Healthy Schools Plus award.

**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

Tredworth Junior is a good school. Pupils enjoy learning and behave well. They feel safe and know there is always someone to talk to should they have a problem. The school enjoys an excellent partnership with parents and carers who are supportive and appreciative of the outstanding care, support and guidance their child receives. Their many positive comments included: 'The school has provided my children with a fantastic education' and 'My child really enjoys her time at school and is up an hour before us, so they must be doing something right!'

In lessons, good relationships between staff and pupils feature strongly and pupils are keen to do well. Good quality teaching ensures that pupils, including those with special educational needs and/or disabilities, make good progress. By the time they leave the school at the end of Year 6, their attainment is broadly average. The school, however, is not complacent; it recognises that setting clear targets for improvement in a timely fashion, planning activities that precisely match the learning needs of all pupils and providing high quality feedback to pupils through marking are required to improve pupils' learning further.

The school is a harmonious community where pupils from a wide range of differing backgrounds get on very well. Equal opportunities are at the forefront of the school's work. The positive atmosphere owes much to the very good relationships between adults and pupils and the work that has been done to develop the school as an integral hub of the local community. The school is well led; leaders and managers at all levels are effective. There is a determination to raise standards and improve provision further. The school has implemented a number of strategies to improve attendance which are beginning to have a positive impact. However, a small number of pupils are still absent from too many school sessions. There is more to be done to ensure that parents and carers and pupils understand that good attendance is necessary to support good achievement. Self-evaluation is rigorous and accurate. The tracking and analysis of pupils' progress are detailed, enabling teachers to implement intervention strategies where there is evidence of underachievement. Morale is high and staff work very well together. Members of the governing body visit regularly, take a keen interest in the school and play a strong role in determining the strategic direction of the school. The changes and subsequent improvements made since the previous inspection demonstrate the school is well placed with a good capacity to sustain further improvement.

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

- Raise attainment and further accelerate pupils' progress in English and mathematics through more effective use of assessment by:
  - ensuring teachers plan tasks that match the levels of ability of all pupils
  - consistently using pupils' targets to provide detailed steps for improvement
  - ensuring marking consistently provides pupils with information on how to improve their work.
- Improve attendance by sustaining firm action to overcome persistent absence, and ensure all pupils, and parents and carers understand the links between good attendance and good achievement.

## Outcomes for individuals and groups of pupils

2

Pupils are well motivated and have good attitudes to learning. These qualities contribute to their good achievement and there are no significant differences in the progress made by different groups of pupils including boys and the more-able in English and mathematics. They respond well when being challenged in their work. This was particularly apparent with a group of Year 6 pupils who were eager to complete the additional extension and challenge activity provided in a mathematics lesson, positively and diligently working to successfully complete the task. Pupils apply their well-developed basic literacy, numeracy and information and communication technology skills across the curriculum, which ensures their good preparation for the next stage in their learning.

Pupils have a good understanding of how to keep themselves safe, including when they use a range of technologies. They are confident that any issues that arise in school will be dealt with and resolved. They know that if they write about a concern and place it in the 'Worry Box' in class, it will be followed up and sorted out. The Healthy Schools Plus award reflects the fact that pupils are able to talk about how to keep themselves healthy. They understand why a healthy lunch box is important and enjoy the wide range of sporting activities available, particularly the 'Do something different' activities. Their contribution to the school community also reflects this and the recently installed playground equipment was as a result of the decision made by the school council. However, pupils also look to the wider world to provide support through fund raising for charities both nationally and internationally. Their spiritual, moral, social and cultural awareness is good, although their spiritual awareness is less well developed.

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*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>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching and learning are good because teachers plan lessons around clear learning objectives and set out a list of criteria which pupils use to judge whether their learning has been successful. Teachers are increasingly using a wealth of assessment information to plan lessons. Teaching assistants provide good support for pupils in small group work and during targeted intervention programmes. However in some lessons, activities are not matched closely enough to the pupils' learning needs. As a result, opportunities are lost to provide suitable challenge for some pupils. Pupils' work is regularly marked, but there is insufficient guidance provided to all pupils to enable them to know how to improve further. In addition, targets for pupils to work towards are not consistently in place early enough in the year to challenge pupils to achieve their goals. Teachers have good subject knowledge and in the best lessons, use effective questioning skills to develop pupils' understanding. In a Year 6 mathematics lesson on ratio, the teacher skilfully used real-life examples to motivate and engage pupils. They confidently and successfully calculated the cost of various weights of products to buy, using a range of mental mathematics strategies and the principles of ratio. The progress pupils made during this lesson was outstanding.

There is a well-embedded thematic approach to the curriculum which ensures that basic skills are developed and practised in a wide range of contexts. Themes are deliberately chosen to motivate both boys and girls. For example, in Year 5 the theme of 'Savage Earth' successfully engaged pupils in a discussion about volcanoes. As part of the project, pupils were able to develop their understanding of writing a

<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

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formal letter to invite an expert volcanologist to the school.

The school’s work on personal, social and emotional development is underpinned by the exceptional care teachers show for pupils. Every pupil is known as an individual and where additional support is needed, the school goes out of its way to find those who can best help. As a result, those who face difficulties are particularly sensitively looked after so that they are helped to thrive. Consequently, pupils whose circumstances make them potentially vulnerable play a full part in school life and make the same academic progress as their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

Leaders and managers of the school, principally through the complementary skills of the headteacher and deputy headteacher, have been successful in promoting many significant improvements. Throughout the school, there is a clear picture of embedded ambition and a drive for improvement. Senior leaders at all levels are involved in monitoring the quality of teaching and learning and this has been concerted and effective. Regular progress meetings, utilising the detailed tracking information gathered by the school, are enabling senior staff to determine if there are patterns of underachievement.

The governing body is fully involved in shaping the direction of the school and takes part in a range of monitoring activities to provide challenge and support to the school. Members of the governing body were particularly supportive in creating the school as a hub within the community. The recently completed community suite is used by a range of partners within the Tredworth Community Partnership to promote learning and provide opportunities for multi-agency working within the community. The family learning project has been especially successful in engaging parents and carers in learning alongside their child. The school fosters community cohesion well. Partnerships provide very good support for pupils’ personal development and, alongside the school’s diligent child-protection and adult-vetting procedures, ensure pupils’ welfare is safeguarded securely. Staff and the governing body work hard to sustain a welcoming school community in which equality of opportunity and freedom from discrimination are well secured. As a result, the school has narrowed the gap in attainment for boys and lower-ability pupils in English and more-able pupils in mathematics.

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*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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Views of parents and carers**

A higher than average number of parents and carers responded to the inspection questionnaire. Parents and carers are very happy with the school. A very large majority of their views are positive. They confirmed their support for the school and were particularly pleased with regard to the care and support provided for pupils. A few expressed concerns about the way the school deals with behaviour and some felt that the school does not take account of their suggestions and concerns. Inspectors observed behaviour in lessons and around the school, held discussions with staff and pupils and scrutinised the school's records. They found no evidence to substantiate these concerns during the inspection.



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

Ofsted invited all the registered parents and carers of pupils registered at Tredworth Junior 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 117 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	50	55	47	0	0	0	0
The school keeps my child safe	67	57	46	39	0	0	0	0
The school informs me about my child’s progress	49	42	60	51	2	2	0	0
My child is making enough progress at this school	63	54	50	43	1	1	0	0
The teaching is good at this school	68	58	44	38	0	0	0	0
The school helps me to support my child’s learning	57	49	51	44	4	3	0	0
The school helps my child to have a healthy lifestyle	57	49	55	47	2	2	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)	49	42	58	50	2	2	0	0
The school meets my child’s particular needs	46	39	62	53	2	2	0	0
The school deals effectively with unacceptable behaviour	48	41	57	49	8	7	1	1
The school takes account of my suggestions and concerns	47	40	58	50	7	6	0	0
The school is led and managed effectively	58	50	53	45	2	2	0	0
Overall, I am happy with my child’s experience at this school	63	54	51	44	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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 pupils' 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.**



7 October 2011

Dear Pupils

### **Inspection of Tredworth Junior School, Gloucestershire GL1 4QG**

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk to and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning. Yours is a good school.

These are some of the things the school does really well.

- All the adults in your school take exceptionally good care of you.
- Your parents and carers have an extremely positive relationship with the school staff and are pleased to be part of the 'Structured Conversations' about your learning and progress.
- You make good progress in your learning and achieve well.
- You feel safe in school and know there is always someone to talk to if you have a problem.
- You make a good contribution to your school and the wider community.
- You have a good understanding of how to live a healthy lifestyle.

We have asked the school to work on two things to make your school even better.

- Raise attainment by using the assessments teachers make of your learning in lessons to challenge you in your next steps in learning, and make sure you always know how you can improve your work through marking and the targets set for you.
- Help you and your parents and carers to understand that your good attendance at school will support you to achieve well.

It was a real privilege to visit your school. Continue to work hard and, most of all, enjoy your learning! Thank you again for your help.

Yours sincerely

Ann Henderson  
Her Majesty's Inspector

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