

# Daylesford Infant School

## Inspection report

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<b>Unique reference number</b>	104043
<b>Local authority</b>	Solihull
<b>Inspection number</b>	377008
<b>Inspection dates</b>	27–28 March 2012
<b>Lead inspector</b>	Georgina Beasley

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Tomlins
<b>Headteacher</b>	Sue Nolan
<b>Date of previous school inspection</b>	31 January 2007
<b>School address</b>	Lyndon Road Solihull B92 7QW
<b>Telephone number</b>	0121 7432290
<b>Fax number</b>	0121 7420408
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## Introduction

Inspection team

Georgina Beasley

Additional inspector

David King

Additional inspector

David Wolfson

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 19 lessons taught by 11 teachers. They conducted four learning walks to observe teaching across a number of classes. Meetings were held with staff, pupils and the chair of the governing body. 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 pupils' work, the school's pupil questionnaire responses, planning and assessment documents, monitoring reports, safeguarding procedures and the school's improvement plan. The inspectors received and analysed 77 questionnaires from parents and carers and ten from staff.

## Information about the school

Daylesford is a larger than average infant school with a nursery. There are more boys than girls. The number of children known to be eligible for free school meals is average. The majority of children are from White British backgrounds. The remainder are from different minority ethnic backgrounds with Asian or Asian British being the next largest group. An average proportion of children speak English as an additional language but the number is growing. The proportion of disabled pupils and those with special educational needs is lower than that found nationally.

Children join the Nursery in the September following their third birthday and move to Reception the following September. There are five classes in Years 1 and 2. Pupils are taught in six ability groups for English and mathematics every morning.

The school offers an on-site before and after-school club that is not managed by the governing body. It holds Healthy Schools status and an Eco Award, and is working towards the Bronze award for Food for Life.

## Inspection judgements

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. Staff, pupils and members of the governing body share the headteacher’s vision, of high expectations and self-improvement, which is embedded in the school’s work. Pupils reflect on their learning exceedingly well and always try their hardest. All adults give highly effective support and guidance to ensure pupils’ excellent achievement. The school’s drive for further improvement is consistent and constant.
- All pupils make similarly outstanding progress including disabled pupils, those with special educational needs and those who speak English as an additional language. Learning in lessons is excellent. Attainment is above average in reading, writing and mathematics. Pupils known to be eligible for free school meals reach the higher levels in reading and mathematics, but few of these pupils reach higher levels in their writing skills.
- Teaching is outstanding. Teachers use their excellent skills and expertise to plan lessons that meet the interests and learning needs of all pupils extremely well. Occasionally teachers do not check all pupils’ understanding throughout lessons, to ensure they can do what is asked of them.
- Pupils’ excellent attitudes and concentration to persevere with challenging tasks are impressive for children of this age. Pupils feel safe in school. They take responsibility for their own behaviour and are quick to remind others of these expectations if they misbehave.
- The headteacher leads a highly effective leadership team that manages the school’s performance exceptionally well. Leaders rigorously and frequently monitor the quality of teaching and its contribution to pupils’ progress and set challenging improvement targets. Leaders and managers make subsequent effective adjustments to the curriculum and teaching should any pupil’s progress be seen to dip. As a result, teaching and the curriculum are excellent and promote pupils’ learning and their spiritual, moral, social and cultural development exceptionally well.

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

- Implement targeted interventions in lessons that help pupils, known to be eligible for free school meals, to reach the higher levels 2a and 3 in writing by the end of Year 2.

- Increase the proportion of outstanding teaching by ensuring all teachers consistently check pupils' understanding throughout lessons and interact effectively to move learning forward at an even faster rate.

## **Main report**

### **Achievement of pupils**

Children start in Nursery with skills and knowledge that are broadly in line with what is expected of this age. Almost all children make excellent progress in the Nursery in their personal, social and emotional development. They quickly become inquisitive, enthusiastic learners, and are prepared extremely well for learning in the Reception class. They listen exceptionally well to instructions and stories, and when learning about letters and the sounds that they make. Children gain a secure base on which to build reading and writing skills in the Reception class. Children are highly motivated to write in Reception because tasks are always interesting and meaningful.

Children in Nursery and Reception talk confidently about their learning and play, letting adults know what they like and dislike to help them plan relevant and interesting learning activities. Children enjoy planning and leading their own learning, although adults sometimes decide for them where they will learn. By the time children move to Year 1, they all have extremely positive attitudes to learning. A majority have higher than expected levels of knowledge, skills and understanding in all areas of learning.

Excellent learning and progress continues in Years 1 and 2. Pupils told inspectors that they enjoy learning a lot and know how to improve their work independently. Inspectors endorse this view. Across the school, pupils use self-check lists, in pictures to support those who are still learning to read harder words, to check that they have done their best work in lessons. By the end of Year 2, attainment is above average in reading, writing and mathematics. Pupils add, subtract, multiply and divide quickly to solve challenging word problems in mathematics. Pupils' excellent reading and writing skills from Nursery and Reception are built on highly effectively. As a result, pupils read and spell accurately most unfamiliar words themselves. They comment and give reasons for their views about what is happening in a story. Boys are achieving as well as the girls this year in reading and writing.

Disabled pupils and those with special educational needs make excellent progress, especially in writing in Year 1 and mathematics in Year 2. Pupils accurately found a large number of right angles on objects around the school in response to the teacher's clear explanations and pupils' exceptionally good listening. Many pupils known to be eligible for free school meals reach the higher levels 2a and 3 by the end of Year 2 in reading and mathematics. Fewer do so in writing. Pupils who speak English as an additional language make equally excellent progress due to the early focused support they receive.

### **Quality of teaching**

Teaching is outstanding; teachers present learning in highly interesting ways to

capture pupils' imaginations and meet different learning needs. They use role-play, drama and practical activities to promote pupils' understanding and motivate learning highly effectively. For example, teachers in Reception encouraged children to examine photos carefully and act out a pretend journey to India before writing postcards home. Year 2 teachers enthralled pupils in their topic about the Crimean war; they planned role play activities so that pupils learned what nursing life may have been like at that time. Teachers and teaching assistants encourage pupils to reflect on their learning. They often remind pupils of earlier lessons to help them make links and to use what they already know to support new learning. Teachers have high expectations for pupils' learning and achievement and plan tasks that challenge pupils' thinking. They question pupils effectively to think for themselves about how to set up investigations in science, to find clues to solve historical mysteries, to spell new words or solve problems in mathematics.

Teachers explain clearly what pupils are learning and why. Consequently, pupils know how well they are doing and what to do to improve their learning. Teachers and skilled teaching assistants give targeted support to pupils individually and in small groups in lessons to help them overcome difficulties. Occasionally, teachers do not check throughout lessons that pupils understand precisely what to do. Any misunderstandings are picked up eventually but sometimes not quickly enough to ensure continued rapid progress. In Nursery and Reception, staff occasionally spend too long on adult-led tasks giving children insufficient time for activities they have planned themselves. Teaching is good rather than outstanding at these times.

Pupils and their parents say that teaching is excellent. Inspectors endorse this view. Teachers give pupils very positive and supportive feedback; they promote strong enthusiasm for learning; some pupils told inspectors that they 'go home tired at the end of the day because they have worked so hard'. Despite this, most still read and complete learning tasks at home.

### **Behaviour and safety of pupils**

Behaviour is outstanding and makes a significant contribution to pupils' learning and personal development. Pupils know what to do if they are upset and are confident to talk to an adult if they need help. Relationships are extremely positive. Pupils told inspectors that they feel safe in school and that there are very few instances of unacceptable behaviour. They are clear that bullying is when someone is deliberately being unkind. Pupils needed some prompting to recall the extremely rare instances of bullying which they say are 'mainly people saying you're silly when you're not'. Pupils know how important it is not to go with strangers and to always tell someone where they are going. 'Oh no. Foxy went out with his little sister without telling anyone,' one boy commented, during a guided reading session, realising how silly and unsafe this was. All parents and carers who returned questionnaires said that their children felt safe in school and the overwhelming majority that their child is well cared for. Inspectors endorse these views. All adults follow the agreed safeguarding procedures consistently and are constantly checking that the environment is safe and secure. Attendance is average. Most pupils are only absent if they are ill. The school has effective procedures in place to support and improve the attendance of those pupils who travel some distance to get to school.

The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils have extremely positive attitudes in lessons which enable teachers to teach and pupils to learn without interruption. Teachers constantly invite pupils to 'have a little think about' people's actions to encourage them to understand that actions have consequences and to become responsible for their own behaviour. From the earliest age, the children often question or comment on the feelings and/or actions of others and of characters in stories.

### **Leadership and management**

The school's capacity to improve is outstanding. The headteacher has established a whole-school team approach to monitoring and evaluating the school's performance. Her high expectations for pupils' achievement underpin her constant drive for improvement. Teaching has improved strongly since the previous inspection and is now mostly outstanding. Teachers and leaders observe each others' lessons to learn from each other and to offer advice. Every teacher and teaching assistant takes personal responsibility for their own professional development and improvement. Discussions about pupils' progress takes place at least every six weeks between class teachers and school leaders and more often if a teacher raises a concern. Subsequent targets and actions drive forward further improvement highly effectively. The overwhelming majority of parents hold positive views of the school and recognise its improvement and successes. Nearly all feel able to support their children's learning as a result of weekly letters about the curriculum and events.

The governing body works closely with the headteacher and staff to check that all policies and procedures are effective in promoting pupils' excellent achievement and safety. Governors make frequent visits to lessons and take part in effective training; they observe the school's work with a critical eye and challenge leaders if they are unsure. Staff and governor representatives have attended required safeguarding training and all are vigilant in ensuring arrangements are followed consistently and that the school is safe. Governors respond very effectively to health and safety issues relating to the wellbeing of pupils in Nursery and Reception and those with medical needs and/or disabilities.

The school promotes equal opportunities extremely well. The strong focus on improving boys' writing is paying off and this year they are achieving as well as the girls. The school has identified that pupils known to be eligible for free school meals are not achieving as highly in writing as they do in reading and mathematics, and has implemented an action plan this year to tackle this difference. Discrimination is tackled effectively. Parents and pupils from different backgrounds get on well together. Pupils talk respectfully about their own and others' religions and cultures which they learn about in numerous visits and curriculum events. Clubs including Eco and cooking and additional curriculum activities such as the recent run a mile for Sports Relief raise pupils' awareness of their own and others' personal and emotional needs extremely well.

## 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](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.

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.**



29 March 2012

Dear Children

**Inspection of Daylesford Infant School, Solihull, B92 7QW**

Thank you for your warm welcome when we visited your school recently. You made us feel like very special visitors. Thank you for telling us so much about your school and about your learning. You remembered a lot about all of the interesting and exciting activities that you do. You especially enjoy going outside to learn. It is clear from talking to you that you all want to do as well as you can. You could all tell us about your targets which shows us that you know how well you are doing and know what you need to do to improve.

Daylesford is an outstanding school. Your excellent behaviour helps make the school a safe place to be. We were impressed with how well you all concentrate in lessons and how you get on with your work independently. Your teachers plan lessons that help you make excellent progress. You always listen extremely well to your teachers, which helps you to learn exceptionally well. By the time you leave for the junior school, you are reaching much higher levels than children of the same age in nearly every subject but especially in your reading, writing and mathematics.

Teachers have high expectations of you and plan activities in lessons that help you all to learn as well as you do. We have asked them to check that you understand what they have asked you to do early in lessons so that they can help you if you are stuck. We have asked your headteacher and teachers to find ways of helping you all to reach the same high levels in your writing as you do in your reading and mathematics.

You can help by continuing to always to do your best.

Thank you again for your warm welcome.

Yours sincerely

Georgina Beasley  
Lead inspector

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