

# Ludlow Infant School

Sandpits Road, Ludlow, SY8 1HG

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children achieve well in the Early Years Foundation Stage. Their good progress continues in reading, writing and mathematics in Years 1 and 2.
- All groups achieve well, including disabled pupils and those who have special educational needs.
- Teaching is good. Relationships in lessons are positive and pupils work hard. Teachers provide pupils with a wide range of interesting and engaging experiences that they enjoy.
- Pupils' behaviour is good and this makes a strong contribution to the well-ordered school and the smooth flow of lessons. Pupils' attitudes to learning are positive.
- Pupils feel extremely safe in school and have a good understanding of how to keep themselves safe and secure.
- The headteacher's drive to improve the school is enthusiastically shared by staff. Leaders, including the governing body, successfully use training to improve the quality of teaching.

### It is not yet an outstanding school because

- Teaching is not always demanding enough to ensure that individual pupils do as well as they can.
- A rapid pace of learning is not always sustained in lessons.

## Information about this inspection

- The inspectors observed the teaching in all classes. They visited 19 lessons taught by eight teachers.
- Inspectors held discussions with pupils, the headteacher, teachers, a representative of the governing body and a local authority officer.
- The inspectors looked at records of pupils' progress and heard pupils read. They evaluated safeguarding documentation, records of exclusions and the results of the school's checks on the quality of teaching. They also examined the work in pupils' books.
- The views of 22 parents were analysed through the Parent View website. The views of parents, who met an inspector, were also considered.

## Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

Tracy Stone

Additional Inspector

## Full report

### Information about this school

- Ludlow is larger than the average infant school.
- There are fewer pupils from minority ethnic groups than in most schools of this size.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils who are supported at school action is below average, as is the proportion of pupils who are supported at school action plus or have a statement of special educational needs.

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

- Raise teaching and rates of progress to outstanding by:
  - ensuring that the tasks set for pupils in lessons fully challenge each member of the class
  - sustaining a rapid pace to learning in all lessons.

## Inspection judgements

### The achievement of pupils is good

- In most years, children start school with knowledge, skills and understanding at low levels for their age. Last year their attainment on entry was much higher, although still below age-related expectations. Children make good progress in all areas of learning and this summer reached attainment that was average at the end of their Reception Year.
- In the Nursery and Reception classes, children are keen to investigate and experiment. As a result, they gain a good level of independence in managing their own learning. For example, in an outstanding Nursery lesson, children were making rapid progress in gaining social skills by inventing and developing games for groups of them to play.
- Children's good start is built upon in later years, and pupils' progress is good in Years 1 and 2 in reading, writing and mathematics. Pupils are keen to read and do so regularly. Attainment in reading is currently above average in Year 2. This is an improvement on last year, when attainment was average in reading, writing and mathematics. However, this group of pupils had started school with lower attainment.
- Progress in reading has accelerated recently because pupils have developed good skills in linking letters to the sounds they make (phonics). Additionally, they are gaining a better understanding of the material they read and this is supported well by parents and carers reading with their children at home.
- When writing, pupils use vocabulary and punctuation skilfully to express their ideas clearly in a wide variety of contexts, such as factual accounts and stories. In a Year 2 English lesson, pupils made very good progress in understanding how to write a letter of thanks. They worked productively in groups to clarify their ideas and plan their style of writing.
- In mathematics, pupils' ability to apply their calculation skills to solve mathematical problems is well developed. Pupils use their mathematics skills competently to measure in science and in design and technology.
- Disabled pupils and those who have special educational needs concentrate well in lessons. Their good progress is secured by effective teaching, which enables them to achieve small but demanding steps in learning.
- The school provides effective support for those known to be eligible for the pupil premium and ensures that they, too, make good progress. For example, the school has trained adults to support the needs of pupils who have emotional difficulties so that these pupils are able to concentrate in lessons and make similar progress to their peers.

### The quality of teaching is good

- Teachers convey high expectations about what pupils must achieve. Teachers' questions are probing and make pupils think deeply. They use resources such as computers and educational games effectively to develop understanding.
- Teaching is at its best when teachers ensure pupils are actively engaged in interesting practical tasks, such as discussing ideas and planning work in pairs. Sometimes the pace of learning slows

when, for example, introductions go on for too long.

- In the large majority of lessons, teachers use test and other data well to plan challenging tasks that stretch all members of the class. Occasionally, work set for some pupils is either too hard or too easy and their pace of learning slows.
- In the Early Years Foundation Stage classes, teachers plan an appropriate balance of adult-led and child-chosen activities in a rich and stimulating setting. Learning takes place inside and outdoors, and develops children's understanding well in all areas of learning. Leaders check carefully that their assessments of children's levels and progress are accurate.
- Teachers plan many opportunities to promote pupils' spiritual, moral, social and cultural development. For example, in a Year 1 mathematics lesson, pupils were encouraged to reflect on taking turns in using the resources so that they were being 'fair' to each other.
- Teaching assistants provide valuable support, especially for disabled pupils and those who have special educational needs and those eligible for the pupil premium. For example, they expertly develop the speech and language skills of many of these pupils so that they make good progress in reading and writing.
- Marking and feedback, much of which is oral, provide pupils with a clear understanding of how they can improve their work. Most pupils have a good understanding of their targets, which enables them to take a measure of responsibility for their own progress.

### **The behaviour and safety of pupils** are good

- Parent and carers, school records and discussions with pupils confirm that good behaviour is the norm.
- Pupils are polite, enthusiastic and have positive attitudes towards school and learning. They cooperate and collaborate well in groups.
- Pupils have a good understanding of what constitutes bullying. They say that bullying is unheard of. Pupils are highly confident that if any bullying did take place it would be quickly resolved by the school.
- Pupils feel very safe and know precisely how to keep themselves safe, for example when crossing the road or when moving along the school's narrow corridors.
- Attendance is in line with the average for all-through primary schools.

### **The leadership and management** are good

- School leaders, including the governing body, set challenging targets for improvement. Their drive to develop the school has led to improvements in marking, pupils' progress and the quality of monitoring and evaluation, which were all identified as areas of relative weakness at the time of the previous inspection. This demonstrates the school's capacity to improve further.
- Leaders make thorough checks on teaching and the quality of learning, and plan purposefully and effectively to address weaknesses and to develop teachers' skills. For example, they have successfully sharpened teachers' marking and their skills of teaching pupils to read.

- Leaders' very regular checks on the progress made by each pupil are effective, because the resulting support and guidance make sure that individual pupils quickly improve any areas of their knowledge and understanding that may be weak.
- Teachers have a good understanding of the needs of disabled pupils and those who have special educational needs. They use this information to provide good individual learning programmes. The support provided for pupils whose circumstances may make them vulnerable is very effective.
- The local authority has made a strong contribution to the training of subject leaders, and to improving the teaching of English.
- Nearly all parents and carers expressed positive views about their children's progress, teaching and behaviour, and about the leadership of the school.
- The school provides popular meetings for parents and carers, for example in phonics, that help them to support their child's learning outside school.
- The way subjects are taught strongly promotes pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on their feelings and those of others. Pupils talk very enthusiastically about the many clubs and visits that are organised for them.
- The school completes all statutory checks on the suitability of staff to be employed. Child protection training for staff is thorough, and leaders implement child protection policies rigorously.
- Leaders have a clear commitment to combating discrimination and promoting equal opportunities, as shown in the good progress made by all groups of pupils, from all backgrounds.
- **The governance of the school:**
  - is very well informed about the school's performance and how well finance such as pupil premium funding is spent through visits to see the school at work, newsletters and detailed reports
  - uses this information systematically to challenge senior leaders and, as a result, the quality of teaching and pupils' achievement has improved.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123379
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	402153

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Norman
<b>Headteacher</b>	Val Matthews
<b>Date of previous school inspection</b>	22 June 2010
<b>Telephone number</b>	01584 872765
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