

Talbot First School

Church Lane, Kingstone, Uttoxeter, ST14 8QJ

Inspection dates

24 - 25 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils, including disabled pupils and those who have special educational needs, make good progress in reading, writing and mathematics during their time in the school.
- Teaching is good. The skilled questioning of class teachers and teaching assistants ensures that pupils are encouraged to think deeply and develop their understanding.
- Teachers know pupils very well and have high expectations of what they can achieve.
- Teachers have good subject knowledge and they plan lessons and activities for pupils at different levels so that they are not too easy or too hard.
- Pupils feel safe at school and all the parents responding to the online survey agree.
- Behaviour is positive around school and in classes.
- The executive headteacher has been effective in developing systems that track pupils' progress accurately and improving the quality of teaching since the last inspection.
- Governors make sure they are well informed and that they challenge the school's leaders as well as support them.
- The range of additional opportunities offered to pupils to help them develop their spiritual, moral, social and cultural understanding gives pupils a rich experience at school.

It is not yet an outstanding school because

- Marking does not always help pupils to understand how to improve their work.
- Teachers do not always make checks in lessons to make sure pupils are moved on to the next stage of learning as soon as they are ready.
- When checking on the quality of teaching, leaders do not always make steps for improvement clear enough so that they can be followed up in later observations.

Information about this inspection

- This inspection was conducted by one inspector.
- The inspector observed teaching in eight lessons across all classes. The executive headteacher accompanied the inspector on two lesson observations.
- Meetings were held with a group of pupils, members of the governing body, senior leaders, teachers and a representative of the local authority.
- The inspector scrutinised work in pupils' books, the school's tracking data, school improvement plans, and documents relating to management and safeguarding.
- The inspector met with parents and carers at the start of the school day and considered 18 responses from Ofsted's online questionnaire (Parent View).
- The inspector also scrutinised three questionnaires returned by staff.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than average.
- It is part of a federation which was formed in January 2013 with St Peter's Church of England First School. These two schools share an executive headteacher and have a joint governing body.
- Most pupils are White British and all pupils speak English as a first language.
- At the time of the inspection, the school was receiving no additional government funding, the pupil premium, which is provided for pupils known to be eligible for free school meals and other groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is above average.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement further by ensuring that:
 - pupils' progress is assessed more frequently in lessons so that they are moved on to new work as soon as they are ready
 - marking provides clear guidance to pupils on how they can improve
 - systems for monitoring teaching provide feedback and support on how to improve teaching further.

Inspection judgements

The achievement of pupils

is good

- When children join the school in the Early Years Foundation Stage, their skills are broadly in line with those expected for their age, with strengths in personal, social and emotional development. They make good progress and are well prepared when they transfer to Year 1.
- Achievement is good. The school's data show that pupils are making good progress in reading, writing and mathematics. In 2013, attainment was above average in English and mathematics at the end of Year 2. Attainment in writing improved last year.
- Good progress is maintained in Years 3 and 4 so that, by the time pupils leave Talbot First School, they are well prepared for middle school with standards that are above those expected for their age in reading, writing and mathematics.
- Pupils are encouraged to answer questions and give their ideas in lessons. Teachers skilfully question pupils to deepen their understanding.
- Disabled pupils and those who have special educational needs benefit from additional help in lessons and in small groups. Teachers and teaching assistants ensure they adapt work for these pupils so that it is at the right level of challenge. As a consequence, pupils make good progress.
- Leaders track pupils' progress accurately and the school responds quickly to pupils who may need extra help. Additional adults provide effective support in classes. Teachers effectively move around different groups to ensure all pupils get individual attention, guidance and support.
- Boys and girls make similar rates of progress. In the past, girls have been better writers than boys but this gap is closing with the use of exciting topics that boys find more interesting.

The quality of teaching

is good

- Teachers have raised their expectations of what pupils can achieve and provide a good level of challenge in their teaching. They provide clear explanations and ask well-considered questions to develop pupils' thinking and clarify their understanding. For example, in a lesson for pupils in Years 3 and 4, pupils were challenged to design and build a moving monster. The class teacher skilfully questioned the pupils to enable them to reach solutions to the design problem.
- In all lessons, teachers manage pupils well so that behaviour is good and pupils enjoy learning. This is because teachers know each pupil very well and provide activities that engage their interest.
- The use of support staff is very good. They are knowledgeable and well prepared for lessons planned by the teacher and have positive relationships with all pupils.
- The provision for spiritual, moral, social and cultural development is a strength in the school. From a young age, pupils are encouraged to support each other and take on responsibility. The school has developed very good links across the federation and is constantly seeking ways to provide enrichment opportunities. Pupils and parents speak enthusiastically about the opportunities 'Forest School' and gardening club offer to pupils.

- Teaching is not outstanding because, although teachers plan activities which are correctly targeted for pupils' different abilities, they do not always check whether pupils have achieved their goal and then move their learning on to maximise progress.
- The quality of marking in books is inconsistent. In the best examples, teachers give pupils clear and detailed guidance on how they can improve their work. However, this standard of marking is not used consistently across different subjects.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and apply themselves well to all tasks. They work well together in small groups and in pairs. Only on occasions when they have completed work and are not moved on to their next stage of learning rapidly enough do they lose their concentration.
- Pupils are polite and courteous to each other and other adults. Teachers and pupils demonstrate respect for one another, and pupils speak highly of the support they are offered at this small school. One pupil commented, 'The teachers are lovely here.'
- Children in Reception mix happily together and soon get used to the sort of behaviour that is expected of them.
- Pupils behave well in the playground and around the school. Pupils understand the school's code of conduct and the consequences of inappropriate behaviour.
- Pupils say that bullying does not happen at Talbot and are confident that it would be dealt with well by staff should it happen. Older pupils, in particular, have a good awareness of different types of bullying and are aware of how to keep themselves safe. When asked, all pupils spoken to by the inspector said that they feel safe in school and understand about staying safe on the internet.
- Pupils are punctual to school, and attendance has been consistently above average, demonstrating pupils' enjoyment of school.

The leadership and management are good

- The executive headteacher is well respected by staff and pupils. She has led the school effectively through the changes associated with federation. This has led to the happy atmosphere that staff, pupils and parents talk about. Parents and carers are extremely positive about the direction the school is going in.
- Management systems are effective. The school runs smoothly in the executive headteacher's absence. This is particularly important because she shares her time equally between the two schools each week.
- Teachers have a number of leadership roles due to the size of the school, and some areas of responsibility are shared across the federation, but these arrangements are in the early stages of development. Discussions during the inspection indicate that there are opportunities to share best practice and develop responsibility further across the two schools.
- The school has good links with parents and carers. Parents expressed positive views about the school through questionnaires and surveys, including Parent View. All unanimously agree that

the school is led and managed well.

- School improvement planning reflects the school's drive to raise achievement further. The plan has the right priorities and sharply focuses on increasing the proportion of pupils making good progress.
- Staff provide a rich and varied programme of lessons and extra activities that promotes pupils' learning and captures their interest. Pupils are given the opportunity to learn musical instruments and participate in clubs such as fencing and chess, which all help to enrich their learning experience.
- The primary school sports funding is being used appropriately to ensure pupils experience a wide range of activities across the federation and improve teachers' understanding of how to develop pupils' physical skills. The school has identified appropriate ways of evaluating the spending.
- The local authority has supported the school in setting up the federation. Advisers have continued to support leaders to monitor standards.
- **The governance of the school:**
 - The governing body is new and has responsibility for both schools in the federation. Governors are monitoring the work of the school and receive regular reports about the school's performance. They know about the quality of teaching, and the arrangements for managing teachers' performance and how these relate to pay. Good new systems for accountability have been developed. Governors ensure that the school has the right systems to keep pupils safe.

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

Unique reference number	124093
Local authority	Staffordshire
Inspection number	426991

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

Type of school	First
School category	Community
Age range of pupils	4-9
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	David Reeves
Headteacher	Pauline Livesey
Date of previous school inspection	16-17 November 2011
Telephone number	01889 500273
Fax number	01889 500 527
Email address	office@talbot.staffs.sch.uk

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