

Telford Junior School

Telford Avenue, Lillington, Leamington Spa, CV32 7HP

Inspection dates 7–8 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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 achieve well and reach standards that have been above average overall for some years.
- The most able pupils make good progress, and a good proportion reach the very highest levels in mathematics.
- Disabled pupils and those who have special educational needs make good progress through effective support.
- Pupils' books are consistently well presented and show good standards across most subjects.
- Teaching is good in all year groups, so pupils make good progress as they move through the school.
- Work is largely matched well to pupils' individual learning needs.
- Teachers keep a close eye on how well pupils are doing and mostly set them challenging tasks. Pupils respond with enthusiasm and a determination to do well.
- Pupils behave well in lessons and around the school. They enjoy school and feel safe there. Attendance is above average.
- Good leadership and management have ensured that the good education reported at the time of the last inspection has been maintained.
- Governors know the school well through their involvement with leaders at all levels. This places them in a strong position to question and challenge senior staff about the school's performance.

It is not yet an outstanding school because

- The less-able pupils and those of middle ability do not make good progress in mathematics. Their calculation skills are not well developed and their attainment is lower than in English.
- Marking does not always show pupils how to improve their work, and pupils are not given enough opportunity to correct any mistakes.
- In mathematics lessons, teachers do not always take enough account of pupils' different ability levels or move pupils on to the next steps in learning quickly enough.
- Apart from the headteacher, senior leaders do not play a big enough role in setting targets for teachers and teaching assistants to improve their work.

Information about this inspection

- Inspectors observed 16 lessons and saw all teachers teach. Three lessons were observed jointly with the headteacher.
- The inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, members of the senior leadership team, some subject leaders, and pupils. An inspector held a meeting with a representative of the local authority.
- The inspectors looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed.
- The inspector took account of the 57 responses to the online questionnaire (Parent View).

Inspection team

David Speakman, Lead inspector

Additional Inspector

Anne Fisher

Additional Inspector

Yvonne Watts

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is well below average.
- A few pupils speak English as an additional language, but none are at an early stage of learning English.
- The proportion of pupils supported by the pupil premium is well below average. In this school, the additional funding is for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is about average. The proportion supported through school action plus or with a statement of special educational needs is also average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the good teaching to outstanding by:
 - asking questions carefully during whole-class teaching time to include pupils at all levels of ability
 - extending good-quality marking across the school so the feedback pupils receive on how to improve their work is consistently helpful
 - making sure that pupils respond to the comments made in marking by correcting their mistakes.
- Raise achievement in mathematics, particularly for less-able and middle-ability pupils, by:
 - making sure that pupils develop better knowledge of basic number facts so they are more confident and accurate when using them in calculations
 - moving pupils on to harder work more rapidly in lessons
 - reviewing the way calculation skills are taught across the school.
- Extend the roles of senior leaders by providing high-quality training in monitoring teaching and setting targets, so they can play a greater role in managing the performance of teachers and teaching assistants.

Inspection judgements

The achievement of pupils is good

- Pupils typically achieve well and the school has a record of above-average overall attainment by the end of Year 6 in reading, writing and in mathematics. Achievement is good in other subjects such as information and communication technology, science, music, history and geography, and standards are above average. The school has built a record of excellence in sports and physical education, both in lessons and in extra-curricular opportunities.
- National test results were consistently above average in English until 2012 and in mathematics until 2011. In 2013 attainment rose in English and once again compared favourably with the national average. It was better than in mathematics, where results were broadly average.
- Despite these fluctuations in attainment, pupils currently in the school are making good overall progress. Standards in Years 4, 5 and 6 are all above the levels expected for pupils' ages in reading, writing and mathematics. In each year group, pupils exceed expected progress in reading and writing, and make expected progress in mathematics. Pupils' work across all year groups and ability levels clearly shows consistently good progress since the beginning of the school year.
- Progress in English has been faster than in mathematics. The more-able pupils progress well and a good number reach the highest level possible in Year 6 national tests. Disabled pupils and those who have special educational needs make good progress because of effective support in class from teaching assistants and teachers. However, the less-able and middle-ability pupils are not always catered for so well and their progress requires improvement.
- Younger pupils read with fluency and accuracy. Older pupils are confident readers, reading books chosen independently. Pupils at all attainment levels work out unknown words quickly and accurately. They all express enjoyment in reading, read for pleasure and talk with knowledge about a range of different authors.
- Pupils are articulate. They have good speaking and listening skills and an extensive vocabulary. They write interesting and well-structured pieces of work in a range of different styles. Good writing standards extend across other subjects. There is a consistent approach to good presentation of work at all levels of attainment.
- More-able pupils have good numeracy knowledge and understanding, and are competent in applying this in calculations. Middle-ability and less-able pupils are not so competent, and their insecure command of number holds back their progress in mathematics.
- In 2013 pupils funded through the pupil premium made similar progress to other pupils, and more in reading. This was an improvement over 2012, when their achievement was not as good as that of other pupils, although they still remained about four terms behind because of much lower starting points. Eligible pupils currently in the school are achieving standards in line with age-related expectations and have made good progress since the beginning of Year 3.

The quality of teaching is good

- Teaching in all lessons observed was good. There were some lessons in which teaching had outstanding features. Interesting lessons with activities that are demanding stimulate pupils and encourage good or better behaviour and attitudes to learning.

- Teachers use a variety of teaching and learning styles that are carefully selected to match the needs of different ability groups. Open questions and investigations are used for those pupils capable of working independently and guiding their own pathways through learning. Teachers plan practical investigations in science to develop pupils' independent learning skills. More support and guidance is provided for the less confident learners.
- Teachers make a point of involving pupils in their learning from the very beginning of lessons. Pupils are given good opportunities to discuss learning points. Teachers ask questions skilfully to involve pupils in contributing to learning whilst promoting and extending their thinking skills. However, less-able and middle-ability pupils are not always asked questions of an appropriate level. On these occasions, more-able pupils dominate the discussions.
- High expectations and challenge typically result in pupils working at a quick pace. Tasks are mostly planned well to build on pupils' previous learning. Strengths and weaknesses in learning from previous lessons are regularly used in planning the next steps. In the best lessons, teachers adapt lesson activities in response to the pace of learning.
- There are occasions in mathematics when tasks do not fully stretch the most able pupils. Some work involves repetition of ideas they have already mastered and they are not moved on to the highest level of their capability quickly enough. This slows their pace of learning.
- Because disabled pupils and those with identified special educational needs are well supported in class, they persevere with tasks and concentrate well. Work is matched well to each one's particular needs so they become confident learners. Older pupils are encouraged to work independently, which they do well. Teaching assistants are deployed effectively to support individuals and groups of pupils.
- Sometimes work is marked well and this helps pupils understand how they can improve it. However, marking and feedback do not always identify the next steps for learning. Pupils say their work is regularly marked but they are not always sure of their targets or how they should improve. Occasionally pupils do not respond to the comments made, and mistakes in their work remain uncorrected.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good. They are very keen and enthusiastic to get started on their different learning tasks. They work independently very well, at a good pace and with high levels of concentration. They collaborate well, listen to others' views and support others' learning well.
- Behaviour seen in lessons was never less than good. Excellent behaviour was seen when pupils were given opportunities to take responsibility for managing their own work and set their own pace of learning, for example when independently investigating and solving problems.
- Pupils behave well at other times. Behaviour in school assemblies is excellent. Pupils gather in a calm and self-disciplined way. They are attentive and listen respectfully to adults speaking to them. Pupils are well behaved at break times. Most parents responding to Parent View believe pupils behave well. All staff agree that behaviour in school is good. Pupils are kept safe.
- The number of fixed-term exclusions has been very low in the last two years, and mostly involved pupils who did not respond to the rigorous application of behaviour management procedures. During pupils' absences, work was set by the school and marked by the class

teachers.

- A few of the parents responding to Parent View feel that bullying is not dealt with effectively. Pupils have no such concerns. They say that there is no bullying because the personal, social and health education programme helps them learn not to bully. Pupils know about the different forms of bullying and know how to stay safe whilst using the internet, for example. Staff are confident that any cases of bullying would be dealt with effectively.
- Attendance is consistently above the national average and pupils arrive to school in good time. There are rigorous and systematic procedures for monitoring attendance on a day-to-day basis and careful records of attendance are kept.

The leadership and management are good

- Leaders, including the governing body, have high expectations of the school's performance. These are demonstrated through rigorous management of teachers' performance. The particular weaknesses in mathematics in the last school year were quickly identified and are being tackled.
- The monitoring and evaluation of teaching and learning by the headteacher have had the effect of improving teaching over time. In the past some teaching required improvement. All teaching seen during the inspection was good and progress was evident on the development points raised from the headteacher's monitoring. However, no teaching was judged as outstanding overall. Governors have challenged school leaders on this matter.
- Procedures to manage the performance of staff are used effectively. Governors complete the headteacher's annual review in line with recommended practice. Teachers are required to meet all of the national 'teachers' standards' as part of their reviews, which are used to reward effective practice.
- All teachers' performance reviews are conducted by the headteacher, and the other senior leaders are not yet evaluating the quality and impact of teaching. There are plans for the leader in charge of special educational needs to conduct the teaching assistants' performance reviews. However, senior leaders have not yet had sufficient training in the skills required for them to be fully involved, so the development of future leaders is an area in need of further work.
- Leadership in other respects and at other levels is developed well. The responsibilities of the senior leadership team, including year leaders, cover key subjects and areas of the school's work. They all contribute well to school improvement.
- English and mathematics are led effectively. The mathematics leader is aware of the remaining weaknesses and has suitable plans to address them. There are signs of improvement, such as the achievement of the most able and the good standards currently moving through the school. The school has yet to conduct a review of how calculation is taught in order to raise standards even further and to consolidate current improvements.
- The way disabled pupils and those who have special educational needs are catered for is led and managed well. Their achievement is carefully checked to make sure they are making good progress against their individual targets. They are supported in class alongside other pupils so they are fully included in all activities. Teaching assistants are trained well so they are competent in providing good quality support.
- Finances are managed well. Pupil premium funding is used appropriately to support the progress

of qualifying pupils and to ensure equality of opportunity. The school has made detailed arrangements for spending the primary sports funding to improve and widen opportunities for more pupils to take part in sports activities and improve teachers' expertise.

- Pupils say the curriculum is interesting and they enjoy learning. A very good range of additional activities engage and motivate them. There is a strong emphasis on sporting activity, but many creative and musical opportunities are also available. Planning is carried out across the year groups with careful attention paid to including all pupils, so all have an equal opportunity to be successful in their learning.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have a wide range of cultural experiences. Moral and social development is strong and pupils have good opportunities to develop a spiritual dimension through considering others, sportsmanship and valuing their own and others' achievements.
- The local authority judges this school as one requiring minimal intervention. It has provided training for the headteacher, supported the deputy headteacher when she was first appointed and provided training for governors. A representative has worked with the school within a county-wide initiative to build secure relationships between separate infant and junior schools to smooth pupils' transition. Their support has helped to move the school forward.
- **The governance of the school:**
 - Governors work well with the staff. They help identify issues through regular monitoring and their understanding of performance data. Their support for the headteacher has helped to establish consistently good teaching.
 - Governors are regular visitors to the school and gain good first-hand knowledge of how well teachers are performing. Their professional expertise provides them with a good understanding of their role and commitment. They are aware of how well the school is doing and how the achievement of pupils compares with other schools.
 - They challenge the headteacher and leadership team on school improvement, and set clear targets in managing the performance of the headteacher and staff.
 - The governors make sure that all current national requirements are met. Safeguarding procedures demonstrate many aspects of good practice. Any adults coming into contact with pupils are appropriately vetted.
 - They are aware of how different funding such as the pupil premium is allocated, and its impact on the achievement of eligible pupils.

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	125556
Local authority	Warwickshire
Inspection number	427101

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Christine Morris
Headteacher	Richard Siviter
Date of previous school inspection	23 September 2008
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