

# Daylesford Infant School

Lyndon Road, Solihull, West Midlands B92 7QW

## Inspection dates

6–7 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Standards have declined over time since the previous inspection. In 2016, fewer than half of all Year 2 pupils achieved the expected standard in writing.
- Until recently, leaders and governors did not have an accurate view of the school's performance. As a result, they did not identify and address weaknesses quickly enough.
- Middle leadership is not yet fully established in order to drive improvements across the school.
- Teaching requires improvement because it does not enable all pupils, including those who have special educational needs and/or disabilities, to make good progress.
- Teachers do not always provide work which is hard enough for all pupils. This means that the most able pupils are not consistently challenged in their learning.
- Pupils' learning slows when teachers do not respond quickly enough to pupils' errors and misconceptions, particularly in writing.
- Leaders have not used extra funding well to support the achievement of disadvantaged pupils. As a result, these pupils do not achieve as well as they could.
- Pupils do not consistently present their work neatly in their books. Some pupils do not develop a clear, joined-up style of handwriting.
- Governors do not sufficiently hold leaders to account for the school's performance. They do not contribute enough to the school's strategic direction.
- Attendance is improving although it has still not reached national averages for some groups.

### The school has the following strengths

- The interim headteacher is providing strong leadership and improving weaker aspects of the school's provision at pace.
- The teaching of physical education is a strength of the school. The sport premium funding is used well.
- Children get off to a good start in the Nursery class. Staff provide engaging learning activities in a caring environment, which enable children to make good progress.
- Pupils enjoy school and are eager to learn. Parents are overwhelmingly positive about the school and recognise the recent improvements.

## Full report

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

- Improve the effectiveness of leadership and management by ensuring that:
  - leadership responsibilities are further distributed so middle leaders, including the special educational needs coordinator, take greater responsibility for driving improvements and raising levels of achievement across the school
  - the revised strategy for pupil premium expenditure is fully implemented and carefully monitored to ensure that disadvantaged pupils make better progress.
- Improve the effectiveness of governors by ensuring that:
  - the governing body recruits, as soon as possible, a full complement of governors with the appropriate skills and sufficient time to give to the role
  - governors rigorously hold to account senior leaders for the school's performance, with a sharp focus on raising pupils' achievement
  - they work in partnership with the headteacher and contribute fully to setting the strategic direction of the school.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - all pupils, especially the most able pupils, are given engaging work which is well matched to their needs so they make the progress of which they are capable
  - teachers intervene in learning at the right time to move pupils' learning on so they are not held back.
- Develop pupils' personal development by ensuring that:
  - all pupils, especially those who have special educational needs and/or disabilities, attend school regularly
  - teachers insist on good levels of presentation in pupils' books.
- Raise standards in writing by ensuring that:
  - there is direct teaching of specific writing composition skills
  - spelling is taught effectively so pupils spell age-appropriate words correctly
  - handwriting is taught systematically so pupils develop a neat, cursive style by the end of Year 2
  - all teachers have the necessary English subject knowledge in order to support pupils well with their writing.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Prior to the start of this academic year, leaders, including governors, were not effective in stemming the decline in pupils' achievement. This is because they did not have an accurate view of the quality of teaching, and did not take all necessary steps to address weaknesses in teaching. The recently appointed interim headteacher has an accurate understanding of the school's strengths and weaknesses.
- Senior leaders have a clear view of the quality of teaching and learning because they make regular checks on teachers' work and the outcomes pupils achieve. More recently, leaders' actions have led to improvements in the quality of teaching. However, some weaknesses still remain and, as a result, pupils' progress across the school, including that of disadvantaged pupils, is uneven.
- In the recent past, leaders did not target pupil premium funding sufficiently well to benefit the needs of disadvantaged pupils. The interim headteacher has implemented a revised strategy which is more carefully focused on removing the barriers to achievement faced by these pupils. However, it is too early to determine the effect of this strategy.
- Middle leaders are enthusiastic and committed to raising levels of achievement. However, some have only had responsibility for their subject areas for a short period of time. While they have already made a promising start on developing their subjects, there has been insufficient time for leaders to fully demonstrate the positive difference they are making to pupils' learning.
- The curriculum provides pupils with a variety of learning experiences across a broad range of subjects. This is having an increasingly positive effect on pupils' progress and development. Interesting topics such as 'The Great Fire of London' engage and motivate pupils. Their learning is also enriched by visits and visitors. For example, Reception children benefit from a visit to Umberslade Farm Park as part of their themed learning.
- The interim headteacher has acted quickly to build leadership capacity, and has been successful in doing so. Other senior leaders, working with consultants, have developed their expertise and taken responsibility for driving improvement. The outcomes of their work are already evident. For example, in mathematics, teachers are beginning to organise work for pupils that more closely matches their ability.
- The interim headteacher has brought about many positive changes since the start of the academic year which teachers describe as 'beneficial' to pupils' learning. Despite the significant changes, staff morale remains high and all are working hard to improve outcomes for pupils.
- Leaders ensure that there is early identification of pupils who may have special educational needs. Teachers make good use of external advice to help meet the needs of these pupils. However, their progress is not consistently good because leaders do not routinely check on the success of interventions, and funding has not always been properly targeted. Current pupils who have special educational needs and/or disabilities are making better progress as a result of more effective support.

- Performance management arrangements are fit for purpose and in place for all staff. Teachers' objectives are tightly focused on improving pupils' outcomes and identify specific areas for improvement, such as boys' achievement.
- Leaders have implemented a programme of staff training which is supporting teachers to improve their teaching. For example, a recent emphasis on the teaching of mathematics has enabled teachers to grow in confidence and help them to teach mathematical reasoning skills more successfully. Pupils make better gains in learning as a result.
- The interim headteacher has established an effective system for tracking pupils' progress and attainment in English and mathematics. Leaders use assessment information well to hold teachers to account and ensure that any pupils at risk of falling behind are quickly identified and supported.
- The interim headteacher has provided strong and determined leadership since taking up post in September 2016. She has rapidly identified what needs to be improved and implemented effective plans of action to address historical underachievement. Her work has already had a positive effect on improving the quality of teaching.
- The local authority school improvement adviser has provided a balance of effective support and challenge to school leaders. Leaders have used the findings from a recent local authority review to sharply focus their improvement work on the most important priorities.
- The sport premium is used well to improve pupils' outcomes in physical education. Various clubs are on offer including football, dance and cheerleading. Clubs are well attended and support pupils' physical and social development well. Pupils' participation in sport has increased as a result. A range of extra-curricular activities contribute well to pupils' learning and development.
- Parents' comments to inspectors matched the overwhelmingly positive response on Ofsted's online questionnaire, Parent View. Parents especially value the improved communication between home and school, and say they find the interim headteacher very approachable.

## **Governance**

- Governance of the school is not fully effective in holding leaders to account for pupils' achievement over time. There has not been close enough scrutiny of leaders' actions in the past to ensure that pupils consistently receive a good quality of education.
- Governors are knowledgeable about the school's strengths and weaknesses because they receive informative reports and assessment information about pupils' progress from the interim headteacher. However, governors do not systematically challenge the headteacher to support her fully with further improvement.
- The chair of the governing body is currently organising a 'root and branch' review of governance. He has a realistic view of the governing body's strengths and areas for development, and is actively recruiting more governors with the right skill set to support the school's future.
- Governors fulfil their statutory responsibilities. For example, they ensure that

safeguarding arrangements are robust and check that finances are used appropriately.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that school is a safe place for pupils. Staff are checked carefully before taking up employment to confirm that they are suitable to work with children. The school site is kept safe and secure with controlled access to the building. Pupils are taught about how to keep safe. For example, they know how to stay safe when on the internet. There is an adequate level of supervision on the playground at lunchtime.
- Staff are vigilant and report any concerns about pupils, without delay, to leaders responsible for safeguarding matters. All staff benefit from attending annual and refresher training about safeguarding. Leaders take prompt action to ensure that pupils and their families receive the support they need. Record-keeping is accurate and appropriately detailed, and documents are stored securely. The school works effectively with other agencies to provide any necessary support to children and their families.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching requires improvement because work is not always well matched to the pupils' abilities. Teachers often pitch work to the needs of middle-ability pupils. This leads to some lower-attaining pupils struggling because the work is too hard, and the most able pupils completing work quickly and easily, then waiting for others to finish. As a result, pupils' progress is slowed.
  - Not all teachers use time in lessons productively to maximise pupils' learning. For example, a few teachers plan activities that are excessively structured, which results in pupils having to wait for everyone to complete a task before moving on to the next. Some teachers do not provide enough time for pupils to practise and consolidate their learning. These weaker aspects of teaching lead to a slow pace of learning which limits pupils' progress.
  - Teachers' expectations of what pupils can achieve are not always high enough. Some teaching relies on an overuse of worksheets which require pupils to complete straightforward tasks that lack challenge. These worksheet-based tasks do not enable pupils to demonstrate their full range of capabilities. Teachers' expectations, and consequently the quality of teaching, are higher in Year 2.
  - Where teaching is less effective, teachers sometimes allow pupils to work for too long without checking on the progress they are making. As a result, some pupils make errors in their work which go unchecked. This results in these pupils making a slower rate of progress, particularly in writing.
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- The teaching of phonics in Year 1 is variable depending on the teacher's subject knowledge. Where teaching is stronger, pupils show a good understanding of phonics

knowledge and apply this to read and spell words correctly. Interventions for Year 2 pupils who did not pass the Year 1 phonics screening check are proving effective. Many of these pupils can now read with fluency and use their phonic skills well to help them read.

- Pupils write for a range of purposes. However, their writing skills are less well developed because teachers do not provide enough guidance to pupils on how to improve their writing. Some pupils have a weak knowledge of the spelling of common words and age-appropriate spelling patterns. Occasionally, staff misspell words in exercise books when providing written feedback to pupils. Too many pupils have not developed a neat, joined-up style of handwriting by the end of Year 2.
- Leaders' strategies to improve the quality of teaching are making a positive difference. They are leading to better outcomes for pupils and more enjoyment in their learning. For example, mathematics teaching has improved following several training sessions for teachers. As a result, pupils have an improved understanding of number and participate in tasks enthusiastically. In a Year 2 lesson, pupils eagerly involved the inspector in a 'high-five' multiples game demonstrating accurate mathematical knowledge.
- Where learning is effective, additional adults support pupils well and help them to develop their understanding. Guidance for pupils who speak English as an additional language helps these pupils to make better progress. For example, a teaching assistant provided effective one-to-one support to a pupil to help him develop his vocabulary.
- Most pupils enjoy reading and read regularly at home. There is an attractive library with a good range of books. Pupils talk confidently about their favourite authors. The most able readers are provided with challenging books and make good progress in their reading. However, lower-attaining pupils are not always given books that are sufficiently challenging. As a result, they make less progress.
- Teachers carefully weave fundamental British values into the curriculum. For example, during an assembly, pupils demonstrated an understanding about the voting system and forthcoming general election. Pupils understand why it is important to vote 'to have your voice heard'. Teachers linked this well to the work of the school council.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not always take pride in their presentation. The work in some pupils' books, particularly topic books, is untidy and shows a lack of care. As leaders make their expectations clear, teachers are beginning to expect more from pupils.
- Pupils' attitudes to learning vary depending on the subject. They are particularly positive about mathematics. Not all pupils have developed the drive and resilience in their learning to want to achieve their best.
- Pupils' spiritual, moral, social and cultural development is developed well across the curriculum. For example, pupils learn about the similarities and differences between a mosque and a church, and are able to explain these well. Pupils are involved in

community events and raise funds for charity. For example, the school's choir, aptly named the 'song squad', sings for the older people.

- Teachers encourage pupils to develop healthy lifestyles and make sensible choices about food. For example, pupils learn about healthy options and a suggested 'healthy lunchbox' is shared with parents on 'transition evening'.
- Pupils told inspectors that bullying is rare. They say that when it does occur, teachers deal with it promptly. Pupils have a good knowledge of the different forms of bullying and learn about why it is wrong in personal, social and health education lessons.
- There are strong relationships between pupils and adults. Pupils work well together and share resources fairly. They are enthusiastic about school and talk keenly about the topics they have enjoyed learning about, including Shakespeare and Florence Nightingale. One pupil said, 'I really like this school. The teachers really, really care about you. We have lots of friends. I just love it.'

## Behaviour

- The behaviour of pupils requires improvement.
- Leaders are working hard to improve pupils' attendance. They track pupils' attendance closely and take decisive action where levels of attendance become a concern. Leaders also encourage good attendance through various incentives and rewards. Attendance is improving, although current attendance figures, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities, remain below the national figures.
- Pupils do what is expected of them in lessons, although their behaviour for learning is less well developed. This means that they are less likely to take the initiative and choose to move their learning forward without being prompted.
- In classes where teaching is most effective, pupils are more engaged and well behaved, and work hard. Leaders and others actively promote and celebrate achievement through the weekly 'Star of the week'. This builds pupils' self-esteem and encourages them to work hard.
- Pupils' conduct in classrooms and on the playground is good. Pupils follow school rules and play well together. They are polite and respectful to each other, adults and visitors. The school is a calm, purposeful environment.

### Outcomes for pupils

### Requires improvement

- Since the previous inspection, pupils' outcomes have deteriorated over time. For example, a lower proportion of Reception children achieved a good level of development in 2016 compared with the previous year. Similarly, between 2013 and 2015, pupils' attainment at the end of Year 2 fell year on year in reading, writing and mathematics.
- The progress of current pupils, including disadvantaged pupils, is uneven. Pupils in Year 2 make stronger progress in core subjects than other year groups because teachers' expectations are higher. However, previous underachievement means that

some pupils are not on track to achieve age-related expectations by the end of the year.

- Leaders' use of the pupil premium funding is not sufficiently well targeted to accelerate the progress of disadvantaged pupils.
- In 2016, fewer than half of all Year 2 pupils attained the expected standard in writing and fewer than two-thirds of pupils attained the expected standard in mathematics. This is because there is insufficient challenge in learning. The proportion of pupils who attained the expected standard in reading was broadly in line with the national figure.
- Pupils' outcomes in reading, writing and mathematics by the end of key stage 1 are not high enough given their starting points. In particular, lower-attaining pupils do not achieve as well as others in reading, writing and mathematics because work is not always well matched to their needs.
- Over time and by the end of key stage 1, boys have not attained as well as girls in reading, writing and mathematics. However, attainment between boys and girls in 2016 was more equal, with the exception of writing where only about a third of boys attained the expected standard.
- Some of the most able pupils do not achieve as well as they should because of a lack of challenge in the work they are given. Pupils' work shows that some of the most able disadvantaged pupils are making increasingly better progress.
- In Reception, for the last three years, a lower than average proportion of children reached a good level of development. Children's current work shows that their progress in reading and number is improving. Children's progress is not yet as strong in writing.
- Outcomes in the Year 1 phonics screening check improved from 2015 results. In 2016, the proportion of pupils who passed the check was broadly in line with the national average. Disadvantaged pupils in Year 1 achieved well in the phonics screening check.
- More recently, work in books indicates that most pupils are beginning to make faster progress. Teachers are more carefully identifying and addressing gaps in pupils' knowledge and understanding.

### Early years provision

### Requires improvement

- Children, including those who are disadvantaged, do not achieve as well as they should in the Reception classes given their starting points. Leadership of the early years is developing. Although the new leader has only been in post for a very short period of time, she is enthusiastic and has some carefully thought-out plans to raise achievement. At present, leaders do not have clear knowledge of the impact of additional funding on children's achievement.
- Early years staff have worked hard to transform successfully the early years outdoor provision. They have created a purposeful, enabling environment which is helping children to have rich experiences and make better gains in their learning. Staff have been particularly attentive to tackling differences in achievement between boys and



girls, and their strategy is working.

- Children make good, independent use of the available resources to engage in imaginative play and develop their language skills. For example, inspectors heard the leader of a group of Reception boys say, 'Let's get building.' Collaboratively, the boys went about collecting toy bricks in a wheelbarrow ready to begin building their 'sonic house' for a superhero, describing in detail what they were each doing.
- The quality of teaching in Reception is improving, although not yet consistently good across all classes. Most children are purposefully engaged in a range of enjoyable activities. However, children's progress in writing is not fast enough. This is because they are not being given enough direct teaching on how to develop their writing.
- Children's personal development is promoted well in the early years. Children learn about hygiene and healthy eating. A small group of children knew the importance of washing their hands before making 'moon cakes'. Safeguarding arrangements in the early years are effective. Staff develop warm, nurturing relationships with children to support their confidence and self-esteem.
- Children in the Reception classes usually behave well and play together cooperatively, taking turns and sharing. Occasionally, when the activities on offer are not as stimulating, a few children lose focus and begin to wander from one activity to the next.
- Children who have special educational needs and/or disabilities make steady progress as a result of individual support to meet their needs.
- Provision in the Nursery class is good. Children feel safe and know what is expected of them because staff have established clear routines. They demonstrate good behaviour and play well together. Teachers encourage children's collaboration and friendship.
- Staff in the Nursery class have created a stimulating, well-organised learning environment with activities which effectively support children's language development. Staff skilfully seek out regular opportunities to teach and consolidate children's basic numeracy and literacy skills. As a result, children make good progress in developing their number and communication skills.
- Staff have developed good links with parents across the early years provision. Leaders' arrangements for transition are effective and help the children to settle into school well. For example, staff make home visits to find out more about children before they start school.
- The children's spiritual, moral, social and cultural development is developed well through a range of activities in the early years. For example, in a cooking activity, children take turns and help each other. Children have some understanding of different stories from the Bible.

## School details

Unique reference number	104043
Local authority	Solihull
Inspection number	10032626

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Maintained
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Marcus Brain
Interim Headteacher	Emma Gray
Telephone number	01217 432 290
Website	<a href="http://www.daylesford.solihull.sch.uk">www.daylesford.solihull.sch.uk</a>
Email address	<a href="mailto:office@daylesford.solihull.sch.uk">office@daylesford.solihull.sch.uk</a>
Date of previous inspection	27–28 March 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is a larger than average infant school with a Nursery.
- The majority of pupils are of White British or 'Any other White' background. Others come from many different heritages, the largest of which is Asian or Asian British background.
- An above-average proportion of pupils speak English as an additional language.
- The percentage of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs or an education, health and care plan, is lower than the national average.
- The proportion of pupils eligible for the pupil premium funding is below the national

average.

- The school runs a breakfast and after-school club.

## Information about this inspection

- Inspectors observed pupils' learning in all classes throughout the school. Several of these observations were carried out jointly with senior leaders. Part of a school assembly was also observed.
- Inspectors looked at a wide range of pupils' work in books and on displays.
- Inspectors gathered the views of pupils during the inspection about their experience of school.
- An inspector heard a small selection of pupils read and asked them about their reading habits.
- An inspector spoke on the telephone to the subject leader for physical education to discuss the sport premium funding.
- An inspector held a meeting with a group of teachers and spoke to several different members of staff about safeguarding arrangements.
- An inspector held a short telephone conversation with the chair of the governing body. Inspectors also reviewed governing body documents and policies.
- Inspectors took into account the view of parents from the 37 responses on Parent View. Inspectors also spoke with parents on the playground.
- An inspector collected information from the school's website.
- Inspectors reviewed a wide range of school documentation provided by school leaders including the school's self-evaluation, school development plan, minutes of meetings and pupils' assessment information.

## Inspection team

Tim Hill, lead inspector	Her Majesty's Inspector
Nicola Harwood	Ofsted Inspector
Rachel Davis	Ofsted Inspector
John Bates	Ofsted Inspector

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