

Teagues Bridge Primary School

Teagues Crescent, Trench, Telford, Shropshire TF2 6RE

Inspection dates

7–8 November 2017

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

Summary of key findings for parents and pupils

This is a good school

- Leaders, governors and teachers are committed to ensuring that pupils are cared for and achieve well at this school.
- There are strong relationships within the school. Pupils behave well and are polite and courteous.
- Pupils' personal development and welfare are outstanding. Pupils are confident and kind and feel safe. The school has a welcoming and inclusive culture.
- Teachers encourage group work and develop pupils' independence in lessons. They explain new learning well and use questioning effectively to involve pupils in learning.
- The proportion of pupils who reach expected levels of attainment by the end of key stage 1 is at the national level. A very high proportion of pupils achieve the expected standard in phonics. Current pupils in key stage 2 make good rates of progress and achieve well.
- Children make good progress in Reception. They are well prepared and confident when they start Year 1.
- Pupils who speak English as an additional language are well supported and make strong progress.
- Disadvantaged pupils make good progress. However, the additional funding that the school receives does not always address the specific barriers that disadvantaged pupils face.
- Teachers do not consistently address the needs of the most able pupils, pupils with low prior attainment and pupils who have special educational needs (SEN) and/or disabilities as well as they might. As a result, some pupils in these groups do not reach their full potential.
- Leaders have a wealth of information about how well pupils are doing, but do not routinely analyse this for different groups of pupils. As a result, some strategic decisions are based on less clear evidence than they could be.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by making sure that:
 - Pupils, and in particular the most able pupils, are consistently challenged to develop their knowledge, skills and understanding so that the proportion achieving at higher levels rises
 - staff support pupils who have SEN and/or disabilities and those with low starting points more effectively, enabling them to make good progress.
- Improve the quality of leadership and management by:
 - ensuring that leaders analyse information about groups of pupils more strategically in order to inform improvement planning more effectively
 - planning pupil premium provision to meet the specific learning needs of disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear vision for the school, which is shared by staff and governors. Decisions are made and actions taken in pupils' best interests. Previous weaknesses have been robustly and successfully addressed. Leaders ensure that teaching has a positive impact on pupils' outcomes and on their personal development and behaviour. As a result, standards are improving and current pupils achieve well.
- Leaders are enthusiastic and energetic. They have clear areas of responsibility and are held to account for their work. New leaders benefit from additional coaching and support to develop their leadership skills. They are able to demonstrate their effectiveness, for example in relation to the school's approach to literacy and mathematical skills.
- Leaders carefully evaluate accurate information from many sources to form a realistic view of school performance, although sometimes there is insufficient analysis of information about groups of pupils. Leaders use this information to create clear improvement plans and prioritise their actions. Where actions have been less effective, leaders refocus their efforts and change their strategies.
- Leaders value the external support provided through the Severn Teaching School Alliance. For example, coaching and support for a new member of staff has had a positive impact on the quality of teaching in Reception. Teachers at an early stage of their career benefit from training and development opportunities, including sharing best practice with colleagues from other schools.
- Staff are held rigorously to account for the quality of their work. Leaders evaluate teachers' impact in a systematic and detailed manner. They check that agreed actions have a positive impact on improving the quality of education. Leaders plan training opportunities using this performance information. Staff reflect carefully on their training and set their own development targets. As a result, teacher development is effective, resulting in good teaching, learning and assessment.
- Leaders carefully think about the school's curriculum. They make sure that learning experiences are rooted in valuable contexts and successfully promote pupils' skills development. As a result, the curriculum is broad and balanced and meets pupils' needs. Changes are planned in response to pupils' performance. For example, more engaging and motivating texts and topics have been introduced following recent analysis of pupil outcomes.
- Pupils benefit from a very wide range of extra-curricular and enrichment opportunities. These include sports and creative clubs, residential experiences and visits that link to the taught curriculum. These opportunities successfully widen and contribute to their personal, social and health development.
- Leaders carefully plan how they use the sport premium. This funding has been used to purchase additional sports equipment, develop teachers' skills and provide screens in the playground that display a range of health and sporting information. As a result, pupils have more opportunities and are more engaged in sport.
- Well-established systems enable the collection of information about the progress that

pupils are making. Leaders analyse this information successfully to evaluate how well individual pupils are doing, and identify those who require additional support. However, systems focus on pupils' current progress and do not identify readily where previous slower rates of progress mean that some pupils need to catch up.

- Additional funding is used effectively to provide specialist support for pupils who have SEN and/or disabilities. However, this has not ensured that these pupils are supported effectively enough in lessons. As a result, pupils who have SEN and/or disabilities are making less progress than other pupils.
- The additional funding that the school receives to support the learning and progress of disadvantaged pupils has not been specifically used to address the barriers these pupils face. However, disadvantaged pupils in most year groups do as well as other pupils at the school.

Governance of the school

- Governors know the general strengths and weaknesses of the school. Detailed reports from leaders provide governors with information about how well pupils are doing. They use this information to question thoroughly leaders' work and make sure that agreed plans are followed.
- Governors are allocated clearly defined roles and take these responsibilities seriously. They visit the appropriate school leaders to gather information and independently monitor the impact of actions. Governors successfully keep each other informed about these specific areas of focus.
- The governing body knows that the school receives additional government funding for some groups of pupils. Although governors know that disadvantaged pupils are making good progress, they have not consistently ensured that pupil premium funding is used specifically to support these pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong safeguarding culture in the school. Staff regard safeguarding as a priority and effectively play their part in keeping children safe.
- A number of staff have undertaken enhanced safeguarding training to ensure that a designated person is always available to report concerns to. Staff receive regular training updates and evaluate the impact of training on their practice. Leaders make sure that training meets the needs of staff by using their feedback to inform future training.
- Effective systems accurately record any concerns about pupils. When appropriate, issues are referred in a timely manner to external agencies. Leaders check carefully how well such referrals support pupils and review provision accordingly.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. As a result, pupils achieve well across the school.
- Pupils have very strong relationships with each other and adults. These relationships create a positive environment in which pupils are highly involved in their learning. They listen carefully, concentrate and work well with each other. Teachers plan many opportunities for group work, which supports pupils' social skills development. For example, pairs of pupils check each other's reading and correct any words that their partner mispronounces. They also plan tasks for pupils to work on their own, which successfully develops independence and resilience.
- Teachers use their strong subject knowledge to plan learning tasks at appropriate levels for pupils in their class. They anticipate common misconceptions and use these in their explanations. Teachers share clear examples with their classes, which helps pupils understand their tasks. For example, in phonics sessions, adults model and repeat new and important sounds to help pupils improve their pronunciation.
- Teachers use questioning effectively to encourage pupils to develop their answers and think more deeply about their work. Pupils contribute to lessons confidently and learn well from each other.
- The teaching of literacy has been developed in response to slower rates of progress, particularly of boys. Pupils' phonic skills support their reading. A range of exciting and relevant texts and rewards for reading are provided. These engage and enthuse pupils successfully to read for pleasure at school and at home.
- Leaders have recently introduced a new approach to developing pupils' mathematical skills. This change is having a positive impact on learning in lessons, although is too recent to be reflected in pupils' outcomes. For example, regular 'fast maths' activities reinforce pupils' skills in selecting the correct approach to solving calculations.
- Teachers often take into account pupils' starting points when planning learning tasks. As a result, pupils complete work matched to their abilities. For example, in mathematics, pupils tackle calculations with different levels of challenge, depending on their confidence. Pupils are keen to move on to more challenging work when ready to do so. However, sometimes teachers do not make sure that there is sufficient challenge for pupils. Consequently, work does not make pupils, especially those with high prior attainment, think deeply enough to develop their learning in greater depth.
- Pupils who have SEN and/or disabilities and pupils with low prior attainment do not receive effective support in lessons. In some lessons, teachers expect these pupils to complete learning tasks without taking account of any additional support they may require. As a result, pupils who have SEN and/or disabilities are not able to consistently access learning, which slows their rates of progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Staff encourage pupils to be kind, friendly and respectful towards others. Learning about different values is embedded successfully into the curriculum. Pupils' spiritual, moral, social and cultural development is promoted extremely well. They are prepared effectively for life in modern Britain. Pupils embody the positive values they learn about through their highly successful relationships with each other, adults and visitors.
- This is a harmonious school community in which pupils are respectful and appreciative of diversity. Relationships between members of the school community are a real strength. Pupils said that they really enjoy being at school because of its caring and friendly culture.
- Pupils have many opportunities to become involved in the school community. For example, pupils may serve as an elected member of the school parliament or work as a librarian or a playground buddy. Pupils learn about caring for each other through these opportunities, which make an outstanding contribution to their personal development.
- The teaching of personal, social and health education is highly effective. Pupils said that they feel safe in school. They talked confidently about how they keep themselves safe in a wide variety of situations. The school supports the needs of vulnerable pupils well with the involvement of external agencies, when required. Parents agree strongly that their children are safe and well cared for at school. This perception is shared by staff. Parents commented on the high level of communication and involvement they have with the school. One parent said that, when they contact the school, 'someone always gets back to me.'
- The personal development and welfare of the small number of pupils who are educated away from the school site is checked regularly and carefully. School staff have regular contact with the alternative providers.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around the school site and in lessons contributes to a calm and orderly environment. They demonstrate exceptionally good manners to staff, visitors and each other. Pupils hold doors open and look smart in their uniforms.
- Pupils said that behaviour in school is good and parents agree. Pupils have very positive attitudes towards learning in lessons. They concentrate well and benefit from working collaboratively with each other. They show respect to teachers and each other. Pupils show pride and effort in their work.
- Leaders have developed a consistent and proactive approach to managing behaviour. Staff understand well the clear steps they should take when behaviour does not meet the highest expectations. Pupils are clear about the consequences of their actions. Staff respond well to any changes in pupils' conduct because analysis of information about behaviour informs assembly and class discussion topics.
- Pupils have an excellent understanding of different types of bullying and the effects of using inappropriate language. Instances of bullying and use of inappropriate language are extremely rare. Pupils told inspectors that if bullying does occur, staff deal with

their concerns quickly and successfully.

- Pupils' attendance is similar to the national average and improving over time. Absences from school are carefully followed up and any concerns identified. Staff work hard to encourage high rates of attendance. Despite this, some pupils who have SEN and/or disabilities and disadvantaged pupils are still absent too often. While leaders have a clear sense of attendance rates of individual pupils, they do not routinely evaluate how their work affects the attendance of groups of pupils. As a result, they do not identify key areas for improvement sharply enough.

Outcomes for pupils

Good

- Current pupils make good progress across the school. Leaders' analysis of assessment information for current Year 6 pupils suggests marked improvements in the proportion of pupils achieving age-related expectations. Leaders project the proportions of pupils likely to achieve the expected standards in reading, writing and mathematics to be at the national average. Pupils in other year groups are also making strong progress across a range of subjects.
- Pupils who speak English an additional language and disadvantaged pupils make good progress across a range of subjects. Currently, their progress is broadly in line with other pupils nationally for most starting points.
- Teaching of phonics is systematic and increasingly effective. The proportion of pupils who achieve the expected standards in the Year 1 phonics screening check increased sharply in 2017 and was well above the national average. Leaders' monitoring information suggests that this improvement will be sustained this year.
- In 2017, the proportion of all pupils reaching the expected level in reading, writing and mathematics by the end of key stage 1 was similar to the national average. However, the proportions of boys and of pupils who have SEN and/or disabilities who achieved the expected standards were below the national average.
- The very small number of pupils who attend alternative provision make progress from their starting points as a result of the close links between the school and the providers.
- In 2017, pupils' progress by the end of key stage 2 was well below the national average in reading and mathematics. Leaders' actions last year to address pupils' performance were not successful. However, subsequent actions have tackled this issue, and currently pupils are making good progress.
- Pupils with high prior attainment do not make sufficient progress to achieve as well as they should. This is because they are not consistently challenged to work at higher levels. For example, in Year 6 only a small proportion of pupils are currently achieving at higher levels in reading, writing and mathematics.
- Current pupils who have SEN and/or disabilities and pupils with low prior attainment across the school make less progress in reading, writing and mathematics than their classmates. This is because too often teachers are not effectively supporting these pupils during lessons.

Early years provision

Good

- The leadership and management of the early years are good. The new early years teacher has established effective links with parents. Children settle quickly into Reception and grow in confidence and independence.
- Children join Reception with skills and knowledge broadly typical for their age. By the end of Reception, children have made good progress from their starting points and enter Year 1 as confident learners. The proportion of children achieving a good level of development is increasing.
- Teaching is good. A range of indoor and outdoor learning activities are well matched to children, resulting in high levels of engagement. Adults use their good understanding of the curriculum well to support the progress that children make.
- Children are safe and happy because of the secure procedures that exist to ensure their welfare and safety. Children's behaviour and attitudes are positive. They play well together and show respect towards each other, adults and their environment.
- Parents are very positive about the start their children make at the school. They are very much involved in their children's education, for example sharing achievements out of school by contributing to the 'proud cloud', and attending meetings with staff.
- Leaders visit children in their nurseries and get to know them well before they start Reception. Opportunities to visit the school ensure that parents and children are familiar with staff before they start school.
- Leaders accurately assess children's progress throughout Reception. However, although leaders consider individual pupils' learning needs well, they do not always use this information to evaluate effectively the progress of different groups of pupils, for example disadvantaged pupils. As a result, they do not identify key areas for improvement sharply.

School details

Unique reference number	123451
Local authority	Telford and Wrekin
Inspection number	10037118

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	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Mrs R Gregory
Headteacher	Mrs S Abdulla
Telephone number	01952 388450
Website	www.teaguesbridgeprimary.org
Email address	sarah.charles@taw.org.uk
Date of previous inspection	18–19 September 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than an average primary school.
- One third of the pupils are from minority ethnic groups, which is close to the national average.
- One in three pupils is known to be eligible for support through pupil premium funding, which is higher than the national average.
- The proportion of pupils who have SEN and/or disabilities is similar to the national average.
- One in five pupils speaks English as an additional language.
- Children in the Reception class attend full time.

- A small number of pupils attend alternative provision either full or part time. They attend either Wrekin View Primary School, Wellington or the Linden Centre, Overdale.
- The school commissions external school improvement support from Severn Teaching School Alliance.
- In 2016, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6. This information is not yet available for the 2017 cohort because progress information for Year 6 has not yet been validated.

Information about this inspection

- Inspectors observed teaching and reviewed pupils' work in all key stages. They looked at work in pupils' books and spoke to pupils about their work. On some of these visits, inspectors were accompanied by senior leaders.
- Inspectors met with the headteacher, other leaders and governors. A meeting was held with a representative of the commissioned teaching school alliance.
- An inspector met formally with a group of pupils. Inspectors also considered the views of 10 members of staff through a school questionnaire.
- Inspectors observed pupils' behaviour in lessons and around the school. They looked at the school's records about behaviour and spoke to pupils to evaluate their views. Inspectors also considered responses made by pupils to recent school questionnaires.
- Parents spoke to inspectors informally as they brought their children to school. Inspectors took account of the 29 recent responses to Ofsted's online questionnaire, Parent View, during the inspection.
- Inspectors looked at a wide range of documents, including the school's self-evaluation and improvement plans, records of pupils' achievement and progress, records of leaders' checks on aspects of the school's work and information about attendance. They also evaluated documents related to protecting pupils and keeping them safe.

Inspection team

Rob Hackfath, lead inspector	Her Majesty's Inspector
Amarjit Cheema	Ofsted Inspector
Kate Hanson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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