

Twerton Infant School and Nursery

Poolemead Road, Twerton, Bath, Somerset BA2 1QR

Inspection dates

13–14 March 2018

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	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Pupils' outcomes have improved. Where attainment was previously low in writing and reading, the progress of pupils currently in the school shows significant improvement.
- Historically, too few pupils reached the higher standards in reading, writing and mathematics. Current outcomes show that more pupils are making strong progress to achieve the higher standards.
- Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities make strong progress. This is because of the well-matched support that they receive.
- The headteacher and newly appointed deputy have played a key strategic role in moving the school forward. Their focus on the development of assessment systems to make sure that teachers build on what pupils know, can do and understand has been central to the improvements in pupils' outcomes.
- Governors have a clear understanding of both the school's strengths and areas for improvement. They check the impact of leaders' actions. This detailed work is supporting the school effectively to improve.
- Middle leaders, including those with responsibility for early years, are a strength of the school. Their initiatives in reading, writing and mathematics have had a direct impact upon improving the quality of teaching, learning and assessment.
- Teachers and other adults share the vision and aspiration for the school. All staff have high expectations. As a result, pupils make good progress.
- Teachers make effective use of questioning in lessons. The questions that teachers and other adults ask deepen pupils' understanding and speed up the progress that they make.
- Children in early years make outstanding progress from low starting points and are well prepared for Year 1.
- Pupils are well behaved, confident and self-assured. Pupils are proud of their school and they feel safe. The school's values and a strong sense of belonging support this.
- On occasion, some teachers do not make the best use of assessment or time in lessons. Some pupils, particularly boys, lose focus because they are not always moved on in their learning quickly enough. This slows the progress that they make.
- Despite reductions in pupil absence, persistent absence for disadvantaged pupils remains high.

Full report

What does the school need to do to improve further?

- Continue to develop the quality of teaching, learning and assessment by:
 - ensuring that there is greater consistency of quality of teaching across the school so that teachers make effective use of time and assessments to accelerate pupils' progress in writing and mathematics, particularly for boys.
- Continue to engage parents, including those who might find working with the school difficult, by developing existing strategies to reduce rates of persistent absence, particularly for those pupils who are disadvantaged.

Inspection judgements

Effectiveness of leadership and management

Good

- Following disappointing outcomes in reading and writing in 2016 and 2017, leaders have worked hard to develop the quality of teaching, learning and assessment. For example, teachers use questioning more effectively to challenge pupils and deepen their understanding of what they are being taught. The direct actions of leaders, and the specific focus placed upon improving the quality of teaching and learning have had a clear impact on improving outcomes, particularly for most-able pupils by the end of key stage 1.
- The headteacher, together with the support of a new deputy headteacher, plays a key strategic role in moving the school forward. Leaders have high expectations and an ambition to develop the school further. They are tenacious in their approach and foster positive relationships between both staff and pupils. Adults have a detailed understanding of pupils' needs. This supports the progress that pupils make, particularly those who are disadvantaged.
- Leaders and governors are proud of the school and ensure that there is a strong sense of belonging. They have not been afraid to challenge low outcomes over time, particularly in reading and writing. Their focus on improving the way that both subjects are taught has had a direct impact on improving outcomes for current pupils. This is particularly true for pupils who reached the standard expected for their age at the end of the Reception Year.
- Leaders and governors have an accurate view of the school's strengths. They work closely together to focus on school improvement and ensure that their actions are closely monitored. This focus upon key areas, such as the development and promotion of reading, has had a direct impact on improving outcomes for all pupils.
- Senior and middle leaders, some of them new to post, are a strength of the school. They are passionate about what pupils can achieve in their subjects and share a commitment to improving outcomes for all pupils. This is shown in improved outcomes in writing, particularly for the most able pupils. Leaders make good use of detailed action plans and regularly check the impact that their actions are having on pupils' outcomes. A scrutiny of pupils' books supports this and shows that pupils currently on roll make good progress.
- Leaders make good use of a range of training opportunities to improve teaching. They have also made good use of a local partnership of schools to share best practice and to moderate pupils' written work. Although teaching is improving because of the training that staff receive, opportunities to share best practice within school are not fully developed. Teachers do not always make the best use of time in lessons to move pupils on in their learning, and this slows the progress that they make.
- Leaders use the pupil premium funding effectively across the school. Pupils' needs, some of which are complex, are met well because they are supported by robust plans which are tailored to the needs of the individual. As a result, outcomes for pupils eligible for pupil premium funding are strong.
- Leaders make good use of the primary physical education (PE) and sport premium.

Pupils' playtimes and lunchtimes are enhanced through the use of the newly installed climbing frame. The school also benefits from access to local sports partnerships, such as being able to perform in events such as the 'Dance Umbrella'. Leaders promote healthy lifestyles and pupils enjoy opportunities to exercise. Teachers' knowledge and understanding are developed by specialist coaching. This further develops the quality of teaching and learning in PE.

- Leaders and teachers have developed a broad and balanced curriculum which reflects the strong community ethos of the school. Pupils' learning is enhanced in particular through the development of purposeful activities which are linked. Year 2 pupils, for example, wrote letters to explorers and completed research about habitats. The clear purpose of the tasks meant that all pupils were able to apply their knowledge and understanding with confidence across a wide range of subjects.
- The school prepares pupils well for life in modern Britain. Members of the group known as the 'Community Action in Twerton team' (CAT team) met with inspectors and talked confidently about the importance of following the school rules, showing respect towards one another and improving their environment. They were particularly proud of their efforts to ensure that the school was tidy and that lights were being turned off. Pupils' understanding of the wider world is further developed through celebration assemblies and a broad range of displays.
- The vast majority of parents who responded to the online survey, Parent View, reported that they would recommend the school. One parent summed up the views of many by explaining: 'The teachers and teaching assistants really care and encourage the children to really do their best. My daughter really enjoys attending this school.'

Governance of the school

- Governors share other leaders' vision for the school and are equally ambitious. They see themselves as equal members of the school team. Governors provide a balance of challenge and support to leaders. They have a clear understanding of the strengths and areas in need of improvement. Governors are not afraid to challenge leaders when outcomes are low. This level of challenge has led to improved outcomes for current pupils, particularly those who are not disadvantaged.
- The governing body, which is well led by a new chair, benefits from a wide range of training. Induction arrangements, as well as regular opportunities to take part in school-led training, mean that governors are well equipped to take up their role. This is particularly the case with regard to safeguarding and the provision that the school makes for pupils who have SEN and/or disabilities.
- Governors make good use of regular visits to classrooms to gain a good understanding of the school's strengths and weaknesses. They use information provided to them to ensure that specific groups of children are making the progress that is expected of them. Governors are able to describe in detail the impact that leaders are having on pupils' outcomes. For example, they know how pupils are being challenged to reach the higher standards by the end of Year 2. This clear understanding and focus has led to improved outcomes and increased rates of attainment in both reading and writing.
- Governors are also aware of the importance of lowering levels of absence across the school. Governors recognise the importance of engaging with parents and are proactive

in their approach to achieving this. Initiatives such as the recently formed 'Parent Forum' are starting to engage parents. Because of this, attendance is improving.

- Governors ensure that the school's finances are managed correctly. They evaluate the impact that funding for pupil premium, primary sport premium and SEN funding are having on raising standards across the school. This analysis is supported by robust action plans and regular monitoring. This has resulted in strong outcomes over time for pupils eligible for the pupil premium.
- Governors ensure that the school's performance management systems are robust and that pay awards are appropriately reviewed.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a clear safeguarding culture within the school. This culture ensures that staff are fully aware of the latest national guidance and have benefited from regular and recent training related to issues of radicalisation and extremism.
- Because of this training, staff are confident about the actions to take should they have any concerns about a pupil. Records are extremely detailed and referrals to the local authority are robust. A governor with expertise in this area ensures that systems are regularly supported, challenged and, when necessary, improved to ensure that all pupils are safe.
- Staff have a good understanding of how to listen and respond to pupils. They show an uncompromising awareness of how to look after pupils and have their trust. High levels of care and support can be seen in the work of all staff.
- Pupils and parents say that the school is a safe, secure and happy place.

Quality of teaching, learning and assessment

Good

- The continual improvement in the quality of teaching, learning and assessment has improved outcomes for current pupils. Over the past two years, low outcomes have been tackled, for the most able pupils in particular. Teachers now place a greater focus upon how they challenge pupils. Pupils are able to deepen their understanding in reading, writing and mathematics, and outcomes are improving because of this.
- Teachers have high expectations and make good use of a wide range of adults in the classroom. These adults make a direct contribution to the progress that all groups of pupils make, particularly those who are disadvantaged. This is because they are able to identify and support any pupil who starts to fall behind and intervene quickly to improve their learning.
- Where teaching is strongest, skilful use is made of questioning to probe pupils' understanding. This, combined with teachers' good subject knowledge, sustains pupils' interest and gives learning a clear purpose. For example, in a Year 2 class, the teacher used carefully thought-out questions to challenge pupils. Because of the questions that were asked, children were able to deepen their knowledge of habitats and apply this to their writing.

- Teachers make good use of assessment to track the progress that pupils, particularly those who left early years at the expected standard, are making on a daily basis. Pupil-progress information is discussed at regular intervals and teachers change their planning to ensure that no pupil falls behind. Pupils make good use of the feedback they receive and know how to improve their work. This focus, and teachers' scrutiny of the needs of individual pupils, has a direct impact on the progress that pupils are able to make, particularly in the early years and in Year 2. Where teaching is not as strong, teachers do not make good enough use of what they know pupils can do and understand to help pupils move on in their learning. Consequently, pupils' progress slows.
- The teaching of reading across the school is good. Leaders have focused upon raising standards in reading across key stage 1 following low outcomes over time. This focus has led to improved outcomes in phonics in Year 1 as well as pupils' improved comprehension skills in Year 2. Pupils from an early age have a love of reading and are confident when asked to tackle unfamiliar words. This enables them to read with increased fluency.
- Teachers have benefited from professional development to improve the way they teach writing, reading and mathematics. Good use is also made of a local network of infant schools to moderate judgements in writing.
- Teachers expect and encourage all pupils to work with positive attitudes, and many pupils do. Pupils are keen to find out more and enjoy the strong relationships that exist with all adults. However, on occasion, time in some lessons is not used productively. When this happens, pupils do not always focus on their learning and their progress slows.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All pupils are confident and self-assured. Even at a young age, pupils show real pride and understanding in the roles and responsibilities that they are given. They are proud of their school and are keen to make positive contributions to the school and the local community. Inspectors spoke to the 'CAT team'. Pupils were able to talk confidently about the impact of their work: 'We go around classes and check that lights are off because we want to save electricity.'
- Pupils are well supported to feel happy and safe. They show respect, kindness and tolerance towards one another. Pupils reported, 'The school is fun because we get to learn new things. It is a good school to be at.' Pupils with additional needs are well supported through the use of strategies such as the 'Rainbow Room'.
- Pupils are helped to settle at the start of the school day and benefit from the care that adults provide. This helps pupils to feel safe and, in turn, speeds up the progress that they are able to make.
- Pupils at a young age show a good understanding of bullying, including how to stay safe on the internet. Pupils say that if bullying occurs, they trust adults to deal with it swiftly.

- Occasionally, pupils, and particularly boys, become distracted and lose focus in parts of lessons. Their progress slows and their interest wanes because they are not moved on in their learning quickly enough.

Behaviour

- The behaviour of pupils is good.
- Pupils take pride in their work and show positive attitudes to learning at a young age. Their enthusiasm towards their learning has a direct impact on the good progress that they make.
- All pupils are encouraged to develop a wide variety of learning styles and to be confident and independent. Pupils are aware that, when faced with a challenge, they must think for themselves, then speak to a friend before asking a teacher. This helps them to develop their resilience and strengthens the progress that they are able to make.
- Pupils conduct themselves well around the school. Staff have high expectations and work hard to promote the school's core moral values. This has a positive impact on the way that pupils behave. Pupils are considerate and well-mannered. During the inspection, several pupils were observed being courteous. This was best shown when a small group of pupils during playtime independently greeted inspectors with a handshake.
- Until recently, the proportion of exclusions has been higher than the national average. The school has effective systems in place to support and deal with incidents of poor behaviour. As a result, exclusions have reduced. The school is proactive in following up any incidents or concerns, particularly through the work of the inclusion leader. Pupils benefit from the strong relationships that exist between themselves and adults in the school. They have confidence in staff, who deal quickly and decisively with disputes should they occur.
- Leaders have been systematic in tackling issues relating to attendance. However, rates of persistent absence remain high, particularly for pupils who are disadvantaged. The school has made explicit its expectations to parents, carers and pupils, and focuses on rewarding pupils who attend school all the time. Leaders also offer effective support to those pupils and families for whom absence from school is a particular concern. Leaders are working hard to engage with parents to ensure that they understand the importance of good attendance. These actions are starting to have a positive impact. Pupils' overall attendance is improving.

Outcomes for pupils

Good

- Across almost all year groups, current pupils make strong rates of progress.
- Outcomes for current pupils have improved, although results in the national assessments at the end of Year 2 in 2017 were well below the national average for the second consecutive year in both reading and writing. In particular, too few pupils with low starting points reached the expected standard by the time they left the school. However, the work in books of current pupils shows that their attainment has risen during this academic year. This is particularly the case in boys' writing.

- Outcomes for current pupils who are most able have improved substantially this year. Leaders have changed the way in which teachers challenge pupils to reach the higher standards. This has had a direct impact on the stronger progress that the most able pupils now make.
- Outcomes in the national assessments for mathematics at the end of Year 2 in 2017 were better than those in reading and writing. While attainment for pupils reaching the expected standard was in line with the national figure, too few pupils reached the higher standard. Current pupils' work shows that there are increasing opportunities for pupils to develop their reasoning skills. Outcomes in mathematics are improving.
- The rate of progress for current pupils who are disadvantaged or who have SEN and/or disabilities is close to that of other pupils with similar starting points. These groups of pupils are well supported by the school and their needs are met through a range of strategies and interventions.
- The proportion of pupils meeting the expected standard in the phonics screening checks at Year 1 has been below the national average for the last two years. However, current pupils are making good progress in phonics. Leaders have focused their attention on the development and promotion of reading across the school. Pupils enjoy reading and reading books are well matched to their needs. Standards in reading are rising because of this.
- Children in the early years make excellent progress from their starting points, many of which are low. They are well prepared for Year 1.
- Pupils' books reflect the strong progress that current pupils make from their different starting points. A detailed scrutiny of a selection of work demonstrates that pupils develop secure knowledge, understanding and skills, particularly in writing. However, some weaknesses still exist in pupils' use of punctuation in Year 1. Leaders have developed the way the curriculum moves from one year to the next. The quality of pupils' work in writing and mathematics has improved because of this.

Early years provision

Outstanding

- The provision for two-year-old children is outstanding. Teachers have an excellent understanding of how children learn. This is particularly so with children's social and emotional skills and language development. Therefore, children make strong progress when they start school.
- The early years leader is unwavering in her drive for all children to succeed. Teachers' assessment is accurate and is well used. This informs the next steps in children's learning and ensures that all children make substantial progress.
- Staff are well trained in all aspects of keeping children safe. In all areas of early years, classes are secure and well resourced. Children are familiar with all the routines and rules, including working outside. Because of this, they are safe.
- Children are enthusiastic, motivated and eager to learn. From low starting points, children quickly develop curiosity, imagination and concentration. They respond well to adults and to each other. This has a direct impact on the rapid progress that they are able to make.
- Teaching is consistently of a high quality. Teachers respond well to the needs of

individual children. This has a particular impact upon the progress that those who are disadvantaged make in writing and mathematics.

- Parents hold positive views about the quality of provision that their children receive. They value the efforts made by staff to ensure that their children quickly settle into school. Parents are kept well informed about their children's progress and are encouraged to support their children's learning at all times. Learning journeys capture the rich and varied experiences that children have.
- Almost all children, including those who have SEN and/or disabilities and those who are disadvantaged, make strong progress when their starting points are considered. Despite numbers of children reaching a good level of development being below the national figure, they are well prepared for Year 1.

School details

Unique reference number	109007
Local authority	Bath and North East Somerset
Inspection number	10048055

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

Type of school	Nursery/Infant
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	Bath and North East Somerset
Chair	Sara Willis
Headteacher	George Samios
Telephone number	01225 423526
Website	www.twerton-infant-school.co.uk
Email address	twerton_inf@bathnes.gov.uk
Date of previous inspection	29–30 April 2015

Information about this school

- This is a smaller than average-sized infant school.
- The proportion of pupils eligible for pupil premium is well above the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average.
- The proportion of pupils who have a statement of special educational needs or education, health and care plan is above the national average.

Information about this inspection

- Inspectors observed learning across the school, including in the Nursery. Several of these observations were carried out with the headteacher or other leaders.
- Inspectors looked at a range of pupils' workbooks throughout the inspection.
- Inspectors held meetings with the headteacher, subject leaders, six governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors spoke to pupils informally in class and around the schools at break and lunchtimes to seek their views about the school. Inspectors also attended the breakfast club.
- Inspectors met with groups of pupils more formally to discuss many aspects of school life.
- An inspector heard a range of pupils from Years 1 and 2 read.
- Inspectors scrutinised the school website and a range of school documents, including assessment information, minutes from governors' meetings, the school's own evaluation and safeguarding records.
- Inspectors considered the 12 responses to the online Parent View questionnaire, including free-text comments. They also spoke to a range of parents before school at the beginning of the inspection.
- There were 28 questionnaires completed by members of staff.

Inspection team

Ben Jordan, lead inspector

Ofsted Inspector

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