

Telford Junior School

Telford Avenue, Lillington, Leamington Spa, Warwickshire CV32 7HP

Inspection dates

3–4 July 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders and governors have not ensured that the school has maintained the good quality of education it previously offered.
- The quality of teaching, learning and assessment is not consistently good across the school. Over time, teachers have not been supported or challenged effectively to improve their skills, knowledge and understanding.
- School leaders, including governors, have not monitored and evaluated the quality of pupils' learning often enough or with enough rigour.
- Leaders plans for improvement lack precision and do not have clear timescales. Consequently, improvements are not rapid enough.
- Pupils do not have enough opportunities to develop their ability to reason and explain what they are doing in mathematics.
- While the majority of parents and carers are supportive of the school, many are concerned about the school and say that 'it could be better.'

The school has the following strengths

- Outcomes are good. In 2018, the proportion of pupils reaching the expected standard in reading, writing and mathematics at the end of Year 6 was above the national average.
- Pupils develop a love of reading. In 2018, the vast majority of pupils achieved the expected standard in reading, and the proportion of pupils who reached the higher standard was greater than the national average.
- The curriculum is rich, broad and balanced. It is well planned around a range of interesting topics. Pupils develop skills, knowledge and understanding in a wide range of subjects.
- The school's work to support pupils' personal development and welfare is good. Pupils are nurtured and well looked after. They get on well with each other.
- Pupils' behaviour is good. Pupils are respectful and polite and conduct themselves well.
- Pupils say that the school is a friendly and safe place to be. They have a good understanding of how to keep themselves and others safe.
- Pupils enjoy coming to school. Attendance is high and rates of persistent absence, especially of disadvantaged pupils, have declined.

Full report

What does the school need to do to improve further?

- Improve and strengthen the effectiveness of leadership and management by:
 - implementing rigorous systems to monitor and evaluate the quality of teaching, learning and assessment in order to accurately identify and inform next steps for improvement
 - drawing up a long-term improvement plan for the school that has well-defined and demanding actions, timescales and success criteria
 - setting challenging performance targets and providing appropriate support and professional development opportunities for teachers so that they can improve their teaching
 - ensuring that governors rigorously hold leaders to account for pupils' outcomes and the quality of teaching, learning and assessment
 - continuing to build on recent improvements so that the quality of teaching across the school is at least good and all pupils make even better progress
 - developing an effective partnership with parents.
- Improve the quality of teaching, learning and assessment so that all pupils make at least good progress by ensuring that:
 - teaching is consistently good or better in all year groups
 - teachers are equipped with the necessary skills and secure subject knowledge that will support them in delivering high-quality learning for all groups of pupils
 - teachers have sufficiently high expectations of all pupils, especially the most able pupils and pupils with special educational needs and disabilities (SEND), and set tasks that are appropriately matched to individual pupils' needs
 - more opportunities are provided for pupils to further develop their mathematical understanding by applying their computational skills in problem solving using reasoning.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders and governors have not ensured that the school maintained the good quality of education it formerly provided. The short inspection in October 2018 identified several areas where the school's performance had declined or required improvement. These were linked to the progress some groups of pupils make in writing and mathematics and the quality and consistency of teaching.
- Leaders and governors have a clear view of the areas that need improvement and have begun to tackle some of the issues facing the school. Plans to improve writing and mathematics are in place. While green shoots of improvement can be seen, there is more work to be done to ensure that teaching is consistently good or better across the school and pupils are challenged to make the progress of which they are capable.
- Senior leaders reflect the areas that need improving in the current school development plan. Action is being taken to improve the quality of provision. However, concise measures of success and realistic timescales are not identified for each area. As a result, leaders and governors are not able to hold colleagues to account with sufficient stringency. Improvements are not as rapid as they could be.
- Leaders and governors have not monitored and evaluated the quality of teaching and pupils' learning often enough or with enough rigour. Leaders do not have an overall strategy, clear enough timescales or measurable targets with which to enable them to gauge improvements. Systems and processes for reviewing pupils' work and the effectiveness of teaching do not routinely build on previous monitoring. Leaders do not set clear targets linked to high-quality professional development opportunities in order to improve the quality of teaching. The cycle of school improvement is not deeply embedded in the school.
- Leaders have developed a system to track pupils' progress. It includes careful analysis of all pupils, including boys, girls, disadvantaged pupils and pupils with SEND. However, leaders do not check sufficiently closely that teachers use this information to plan work that is suitably challenging for all groups of pupils. Monitoring is sporadic and, as a result, leaders are not well informed about the quality of teaching and its effectiveness to further improve pupils' outcomes.
- Subject leaders are enthusiastic about their roles and have access to appropriate training in order to develop their skills and knowledge. They have dedicated subject action plans but limited time in which to take action and check the work in their subject areas. Consequently, their impact on improving the quality of teaching and learning is limited.
- Despite the weaknesses that exist, there are several strengths in the school's leadership. Senior leaders have ensured that there is a broad and engaging curriculum in place. Pupils have regular opportunities to study a range of subjects such as science, history and computing. Visits and visitors to the school are used effectively to enhance the curriculum and bring it alive. Pupils have many opportunities to take part in clubs and learn to play musical instruments, including steel pans. There are successful sports teams, and pupils have opportunities to go on residential trips.

- The 12 school values are promoted effectively through school assemblies and are woven into daily activities. Pupils are encouraged to be respectful and are supported to develop tolerance, courage and perseverance. Caring for one another, cooperating and developing strong friendships are at the heart of the school.
- The promotion of fundamental British values and spiritual, moral, social and cultural development are strengths of the school. Pupils enjoy a wide range of cultural experiences, such as opportunities to perform with the African children's choir, to experience live theatre and to visit a range of different types of museums. Moral issues are considered, and spiritual development is promoted through activities such as the annual harvest festival. Positive social interaction is nurtured in the school.
- Improving outcomes for disadvantaged pupils has a high profile in the school. Leaders identify barriers to learning for disadvantaged pupils. Additional funding is used to provide support for learning, for enrichment activities and for helping pupils get ready to learn. Pupils receive support and encouragement from all staff. As a result, disadvantaged pupils are making better progress.
- Specific funds for school physical education (PE) and sport are put to good use. Staff, including qualified sports coaches, encourage pupils to be more active. Pupils work towards achieving their personal best in a range of activities. They enjoy participating in local sporting competitions, such as cross-country and athletics. Health and well-being are held in high regard and promoted by all staff. For several years, the school has successfully achieved a gold sports mark in recognition of the effective work in this area.
- Parents have mixed views of the school. The majority of parents are supportive, stating that their children are happy, well cared for and achieve well by the time they leave the school. Several parents talked to inspectors about their very positive experience of good support from the school. However, a significant number of parents who responded to Ofsted's Parent View, and who spoke to inspectors, expressed concerns. Parents commented on weaknesses in communication, inconsistencies in provision and many stated that the school 'could be better'.
- The school has recently begun to receive support commissioned by the local authority. A task group, established in May 2019, is monitoring the work of the school. Following a visit to the school, the link learning improvement officer (LIO) identified key areas for improvement. The LIO is beginning to work with the headteacher to further refine the school development plan. This work is in the early stages and the impact is not yet evident.

Governance of the school

- The governing body is supportive of the school. Recent changes in the organisation of meetings ensure that all governors are well informed and know the strengths and areas for development in the school. Governors make regular visits to classrooms and talk to pupils and staff so that they can find out about teaching and learning. They know about recent initiatives to improve pupils' writing and mathematics and recognise the green shoots of improvement.
- Governors take their roles seriously and are ambitious for the school. Minutes of meetings provide evidence of the support they provide to leaders. Regular questions

are asked of leaders, but these sometimes lack depth and rigour. Governors gain valuable skills and knowledge through accessing regular training both individually and through the cluster of schools to which Telford Junior belongs. Recent recruitment of new governors with relevant skills has been successful.

- Governors understand their responsibilities for keeping children safe at school. Minutes of governor meetings show that they discuss safeguarding regularly. They make sure that the appropriate checks are carried out when recruiting new staff. Governors attend training to ensure that their knowledge about safeguarding is up to date.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders take their safeguarding responsibilities very seriously. They take action where appropriate and work closely with external agencies to ensure that families and vulnerable children receive the help they need. They ensure that all policies take account of the most recent government guidance and that school procedures for keeping children safe are understood by all staff.
- Staff are vigilant and understand their responsibilities for keeping children safe. They are well trained and know what to do if they have a concern about a child. Effective systems are in place to ensure that children and families receive timely support. Appropriate checks are undertaken on visitors and volunteers to the school, as well as the required pre-employment checks for new staff.
- Pupils learn how to keep themselves safe through the highly effective protective behaviours work undertaken across the school. Pupils develop a comprehensive network of trusted adults whom they can turn to for support. They learn about respectful relationships and develop life skills ready for transition to secondary school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment across the school is not consistently good in all year groups and in all subjects and, therefore, requires improvement.
- Expectations are low given the favourable starting points for the majority of pupils. Too often the level of challenge is not high enough. Too much direction and the continued use of worksheets by some staff puts a ceiling on what pupils can do independently. Some pupils are not encouraged to think for themselves. Simple mistakes in spelling, handwriting and punctuation are not routinely picked up. Pupils are not consistently challenged to refine and improve their work in all classes. Consequently, many pupils do not produce the high-quality work across the curriculum of which they are capable.
- Although some training in the curriculum is provided, not all teachers are confident with the demands of the current curriculum. Teachers are not routinely supported to develop and improve their skills, knowledge and understanding. As a result, some lack the subject knowledge and skills required to deliver high-quality learning for all groups of pupils.
- Where teaching is stronger, there is an effective match of work to pupils' abilities. This is not the case across the whole school, however. Tasks set do not build on what pupils

already know and can do. Some pupils, especially the most able, are not consistently challenged or encouraged to work independently. In other situations, pupils are not moved on quickly enough, even though they understand what they are learning to do. This limits the progress these pupils make.

- There is some good teaching in the school. Some teachers probe and assess pupils' progress through effective questioning to identify where pupils require further support. They carefully show pupils what they need to do to be successful and give clear instructions. They plan sequences of learning that challenge and stimulate pupils' thinking. They have high expectations of what pupils can do.
- The teaching of writing is improving. Over time pupils develop the stamina to write interesting extended pieces demonstrating a growing accuracy in their grammar and vocabulary choices. Pupils develop skills in editing and proofreading and use them effectively to improve their work. This is particularly the case in upper key stage 2, where pupils' work shows that they have a clear sense of the purpose behind their writing.
- In mathematics, pupils have regular opportunities to develop fluency in basic skills such as addition, subtraction, multiplication and division. Active mathematics sessions provide time to reinforce and use these skills and knowledge. However, the recent improvements to give pupils more opportunities to apply their skills to problem solving are not yet embedded or consistently provided to all pupils. The mathematical language of reasoning and explaining is not well developed across the school.
- The school encourages the importance of regular reading at school and at home. The new library provides opportunities for pupils to select from a range of books. Pupils develop a love of reading and talk enthusiastically about the books they read. They develop fluency and by the end of key stage 2 read with expression and understanding.
- Pupils have regular opportunities to study different subjects, such as history, geography and computing. Through their work in science, they develop skills to think scientifically. Many pupils bring additional information in from home to support their learning across the wider curriculum. Teachers make good use of visits and visitors to further enhance learning across the curriculum.
- Positive relationships are evident in classrooms and there is a positive climate for learning. Pupils know that teachers are there to help them. Most pupils respond well to all that is asked of them and try hard. Pupils are happy to work together and support each other effectively.
- Additional adults ensure that all pupils are included successfully. They support, encourage and challenge in equal measure. They adapt instructions so that pupils with SEND can be successful. There is evidence of good practice where adults support pupils to become independent learners, but in some situations some adults over-support pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils are articulate and confident. They are keen to talk about their work. Pupils listen carefully to adults and to one another. In class, pupils work well and cooperate with each other. They treat one another as equals. Respectful relationships are evident across the school.
- Pupils who spoke to the inspectors said that they enjoy coming to school and feel safe. Pupils understand the different forms of bullying, such as cyber bullying, and know that it is not acceptable. They said that bullying does happen sometimes, and where it does happen, adults will deal with it promptly and effectively. Pupils trust staff to help them. The Year 5 and Year 6 pupils who spoke to an inspector stated that 'staff genuinely care for us.'
- Nurture provision in school is effective and pupils are supported to develop their social and emotional skills. Pupils are taught how to keep themselves safe both in and out of school. They learn to take risks in a safe environment, and staff use every opportunity to discuss safety with them. Pupils talk confidently about their safe network and safe spaces.
- Pupils have opportunities to develop responsibility in a number of roles across the school. Sports ambassadors enjoy organising lunchtime games for younger pupils, while the computer squad ensure that the ICT suite is ready for use and support pupils to stay safe online. Pupils take these roles seriously and work hard to be good role models for other pupils.
- Pupils are keen to help others in and out of school. They organise a range of charitable events such as that for Guide Dogs for the Blind. Pupils have a deep sense of care and enjoy the opportunity to take the lead and make decisions.

Behaviour

- The behaviour of pupils is good
- Pupils' conduct around school and in lessons is good. They are polite, courteous and well mannered. They show respect to adults and visitors. For example, they hold doors open for adults to walk through first and wait patiently for instructions of what to do. The school is a calm, orderly place.
- Pupils understand what is expected of them and have a secure understanding of the rewards and consequences. Pupils are helped to manage their own behaviour and reflect on incidents when they do happen. Leaders talk patiently with pupils in the reflection room and deal effectively with the few incidents that do occur. Staff know the pupils well and behaviour is well managed.
- In lessons, pupils are well behaved and cooperate well together. Teachers make expectations clear about the conduct expected in lessons and follow up any behaviour that is less than good. Occasionally some low-level disruption occurs when the pace of learning slows and teaching is not strong.
- Playtimes and lunchtimes are happy, sociable occasions. Pupils sit and chat together. They welcome the opportunity to spend time with their friends. They clear away after themselves. Appropriate supervision ensures that any issue is dealt with quickly and sensitively. The majority of pupils manage their own behaviour very well.
- Pupils enjoy coming to school. They and their families value their education.

Attendance is higher than the national average and very few pupils are persistently absent.

Outcomes for pupils

Good

- There has been a steady increase over the last three years in the proportion of pupils reaching the expected standard in reading, writing and mathematics at the end of key stage 2. In 2018, the proportion of pupils achieving the expected standard was significantly above the national average. The work that inspectors saw in pupils' books shows that these high standards are being maintained in Year 6.
- The proportion of pupils reaching the higher standards in reading, mathematics and in English grammar, spelling and punctuation is similar to, or above, the national average.
- Despite progress being inconsistent across the school and in different subjects due to weaknesses in teaching, the vast majority of pupils make progress over time and achieve well. Many pupils achieve well in spite of the weaknesses in teaching because the majority of pupils have strong starting points and the curriculum is rich, broad and balanced. Pupils also have positive attitudes to school and a desire to do well.
- Pupils quickly develop into competent readers at Telford Junior School. Most current pupils are making strong progress and are reading a wide range of fiction and non-fiction books. A very large majority of pupils reach the expected standard. In 2018, the proportion of pupils who reached the higher standard was well above average.
- Outcomes in writing are improving strongly. By the end of key stage 2, the proportion of pupils reaching the expected standard is above the national average, and more pupils reach the higher standards than previously was the case. Current Year 6 pupils write well, using an effective vocabulary that engages the reader.
- In the past, boys made less progress than girls in writing and, consequently, reached lower standards. However, information provided by the school and work in pupils' books show that the gaps between boys and girls are closing.
- For many of the most able pupils, the lack of challenge means that they do not always achieve as highly or as quickly as they could in the core subjects and across the wider curriculum.
- Historically, the achievement of the small proportion of disadvantaged pupils across the school has been disappointing. However, academic support and a strong focus on pupils' emotional health and well-being are paying dividends. Many disadvantaged pupils are making much stronger progress and achieving well.
- Pupils who join the school partway through the key stage and those who speak English as an additional language make strong progress and achieve well. They are made to feel welcome and quickly settle to their work.
- Science is taught regularly, and pupils develop the ability to think scientifically. Outcomes in science are good for all groups of pupils.

School details

Unique reference number	125556
Local authority	Warwickshire
Inspection number	10086943

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Andrew Parsons
Headteacher	Richard Siviter
Telephone number	01926 424664
Website	www.telfordjuniorschool.com/
Email address	head2315@we-learn.com
Date of previous inspection	November 2013

Information about this school

- The school is a three-form entry junior school. It is larger than the average junior school.
- The school is located on the same site as the infant feeder school and shares a school playing field.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils is much lower than that found nationally.
- The proportion of pupils with SEND and the proportion of pupils who have an education, health and care plan are lower than the national averages.

Information about this inspection

- Inspectors held meetings with the headteacher and other key leaders. The lead inspector spoke with four members of the governing body, including the vice-chair. The lead inspector held a telephone conversation with a representative from the local authority.
- Inspectors made visits to classrooms on both days of the inspection. Several of these visits were made jointly with the headteacher.
- Inspectors scrutinised a wide selection of pupils' workbooks from different subjects.
- Inspectors spoke to pupils formally and informally. Two groups of pupils met with inspectors to discuss a range of issues. Pupils read to the inspectors. Inspectors observed behaviour in classrooms, in corridors, at lunchtime and outside on the playground.
- Inspectors talked to parents at the end of the school day and before school started. The lead inspector considered the 75 responses received to Ofsted's free-text service.
- The lead inspector considered the 11 responses to Ofsted's staff questionnaire.
- Various school documents were scrutinised, including the school development plan, records of monitoring, reports to governors and minutes of their meetings. Information about pupils' progress, behaviour, attendance and safety were also analysed and discussed with leaders.
- Documents relating to safeguarding were checked and an inspector considered the published information on the school's website.

Inspection team

Nicola Harwood, lead inspector	Her Majesty's Inspector
Michael Appleby	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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