

Inspection of Innsworth Infant School

Luke Lane, Innsworth, Gloucester, Gloucestershire GL3 1HJ

Inspection dates: 13 and 14 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This school provides a warm and nurturing welcome. Many pupils arrive from families who are in the armed services. They speak many languages. Leaders ensure that when new pupils start in the school, they are well looked after and feel safe.

Leaders have introduced new behaviour expectations. Pupils are clear that they need to be 'ready, respectful and safe.' Teachers ensure that pupils receive positive recognition and celebrate their successes. Leaders have clear plans for pupils who need support to manage their behaviours. These help pupils to be successful.

During play, pupils share well and show kindness towards one another. They enjoy running around and using the play equipment together. Pupils know what bullying is. It rarely happens and pupils are confident that adults will step in quickly when it does.

Leaders plan trips to support the curriculum. The whole school takes part. For example, pupils take walks into the community to view the changing seasons. They meet local people and visit the church and library. Pupils are learning about animals and there is excitement for an upcoming trip to an animal park. Although there is a sports club, pupils and parents would like more choices. Leaders are addressing this.

What does the school do well and what does it need to do better?

Leaders have planned a broad and inclusive curriculum to meet the diverse needs of the pupils. Although pupils learn in mixed-age classes, leaders successfully break the curriculum down by age group. Leaders plan a curriculum in early years to prepare children for their formal learning in key stage 1. Through enhanced learning activities, leaders build on the formal learning of the children. For example, following their science learning, at the writing table, children label parts of the body. Leaders track each child and plan activities to help them reach their next development stage.

Following inquiry questions, pupils explore subjects from the wider curriculum through a variety of learning activities. Leaders plan it in this way so pupils who have extra help continue the learning with their peers. However, some pupils do not focus on the learning activities in the way teachers would expect. Leaders are developing the implementation of the foundation subjects.

Leaders have planned a mathematics curriculum which pupils progress through as they master each step. For example, Year 2 pupils explain the methods they use to count in multiples of 10. Learning is well sequenced, so pupils build on what they know. This means that pupils remember their learning well. For example, from their science lessons, Year 1 pupils explain the similarities between animals and humans. Teachers check how well pupils understand their learning. However, teachers do not always promptly identify when pupils are ready to move on. As a result, some pupils do not move to the next steps in their learning as quickly as they otherwise could.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate adaptation when they need it. Teachers have detailed information so they can plan for the needs of pupils. This means they support pupils with SEND effectively. Leaders make sure staff have a range of specialised training. This helps them to identify pupils' needs early.

Leaders prioritise learning to read. They provide regular training and check that staff teach the reading programme with precision. Staff teach phonics in groups closely matched to pupils' needs. This means when pupils join the school, they join the group exactly matched to the sounds they are learning. Leaders track pupils' progress through the reading curriculum with care. They know which pupils need catch-up support, which they receive in a timely way. Children and pupils read books matched to the sounds they know. They also choose books to share with their families and read for interest.

Everyone celebrates the diverse cultures and experiences of pupils in the school. Pupils use maps to show where members of their class have lived. Teachers have support strategies for pupils who speak English as an additional language. They make sure all pupils follow a fully inclusive curriculum. The personal, social and health education curriculum is well planned. Leaders support learning through assemblies and visitors to the school. As a result, pupils remember the important messages, for example about being healthy, friendships or celebrating difference. Visits from local volunteers who present Bible stories help pupils to develop spiritual understanding.

Under new leadership, leaders and staff understand the clear vision for the school. Pupils are well prepared for their transition to the federated junior school. The governing body carries out its statutory duties skilfully. Governors provide challenge to school leaders, and work with external partners to support the school in their priorities. Staff appreciate the support of leaders and the consideration given to workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have trained a team to lead safeguarding. They ensure that staff receive updated training. Leaders are vigilant as a result and know that small observations may be important. The processes for reporting are clear. Leaders use these to act promptly when there are concerns. They show no hesitation in escalating concerns and working closely with external agencies. Leaders advocate for the needs of pupils and their families strongly.

Pupils have a strong sense of how to keep themselves safe. They learn about safety in the sun and in water, as well as how to be safe if they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently revised how subjects in the wider curriculum are implemented. Pupils move through a range of learning activities. However, some pupils do not focus on their learning as carefully as they could. Leaders need to be more precise in their planning and behaviour expectations of pupils.
- In some lessons, teachers do not plan activities that enable pupils to deepen their learning quickly. As a result, pupils who are ready do not move on promptly to new learning. Leaders need to make sure that planned learning is appropriate and encourages pupils to move through the curriculum quickly when they are ready to.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	115580
Local authority	Gloucestershire
Inspection number	10228006
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair of governing body	Derek Cross
Headteacher	Marcella Scoles
Website	www.innsworthinfant.org.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Innsworth Junior School. The headteacher is the executive headteacher across the federation.
- About half the school population are children whose families are in the armed services. They join the school at different times in the school year. The local garrison has service personnel from across the world. Many children joining the school speak English as an additional language.
- The school runs a breakfast club and an after-school club.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, leaders, teachers, governors and a representative from the local authority.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- The lead inspector met with the designated safeguarding leader and examined how safeguarding is recorded. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Victoria Griffin

His Majesty's Inspector

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