



# Telford Junior School

## Inspection Report

**Unique Reference Number** 125556  
**LEA** Warwickshire  
**Inspection number** 281959  
**Inspection dates** 15 November 2005 to 16 November 2005  
**Reporting inspector** Frances Gillam RISP

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

<b>Type of school</b>	Junior	<b>School address</b>	Telford Avenue
<b>School category</b>	Community		Leamington Spa
<b>Age range of pupils</b>	7 to 11		Warwickshire CV32 7HP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01926 424 664
<b>Number on roll</b>	347	<b>Fax number</b>	01926 422 417
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Martin Davis
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Mr Richard Siviter

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 15 November 2005 - 16 November 2005	<b>Inspection number</b> 281959
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Telford is a larger than average junior school. Almost all its pupils come from a white British background. Thirteen per cent of pupils come from minority ethnic groups, predominantly from Asian backgrounds, but also from Mixed, Black and Chinese heritages. A small number of pupils are at the early stages of speaking English. The pupils' attainment on entry to Year 3 is broadly average. The proportion of pupils that has learning difficulties and disabilities is broadly average. Most of these pupils have difficulties with aspects of their reading, writing and mathematics. The school has achieved silver Healthy School status.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education for its pupils. It views itself as better than this due to systems to check the quality of its work not being sharp enough. In particular, the checking of pupils' progress from one year group to the next lacks rigour. This has led to weaknesses not being identified quickly enough, particularly in writing. Pupils' behaviour is exemplary. Pupils really like school and their attendance is very good. A good range of enrichment activities enhance the curriculum. However, there is overuse of worksheets in lessons and insufficient opportunities for pupils to develop their writing skills in subjects across the curriculum. This leads to a slower rate of progress in writing compared with reading. Pupils' progress is good in mathematics and they achieve as well as they should in science. The school has successfully addressed the weaknesses identified in the last inspection and has the capacity to make further improvements. The provision for information and communication technology (ICT) is now better than it was. However, pupils do not make enough use of their ICT skills to help their learning across the curriculum. The school provides satisfactory value for money.

### What the school should do to improve further

- Introduce more rigorous procedures to check that pupils are making consistent progress as they go through the school, particularly in writing.
- Extend opportunities for pupils to use their skills in writing and ICT in all subjects.

## Achievement and standards

### Grade: 3

Standards are average overall and pupils' progress is satisfactory. The school set challenging targets in 2005 and test results improved. Whilst these paint a more favourable picture for standards and pupils' progress overall, they mask a worrying trend in English, particularly in writing. The proportion of pupils reaching higher levels in the tests is falling and the gap between boys' and girls' performance has increased. The school's data highlights that some pupils make limited progress in writing, particularly in Years 3 and 4 and more often the boys. In these year groups, and to a lesser degree in Year 5, pupils use a high proportion of worksheets to record their work. These limit opportunities for writing and slow progress. There is more rapid progress in Year 6 where pupils have greater variety and choice in the way they record their work. Standards are above average in mathematics and pupils make good progress. Pupils make good use of their mental mathematical skills. These help them to solve problems quickly and accurately. Standards have improved in ICT but, as with writing, pupils do not practise and secure what they have learned in ICT often enough by using it as a tool to develop their ideas in other subjects.

Pupils from minority ethnic groups make satisfactory progress and do as well as their classmates. Pupils at the early stages of speaking English make good progress. They

receive well focused support and this enables them to be fully involved in lesson and to develop their skills, knowledge and understanding across subjects.

Pupils with learning difficulties are making satisfactory progress in meeting the targets set for them in their individual programmes of work.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils say school is 'great' and learning is 'fun.' These very positive attitudes are reflected in pupils' very good attendance. Parents confirm that their children enjoy attending school. Behaviour is outstanding. Pupils get on well with each other and are polite and friendly with adults. They understand the school rules and know what is right and wrong. They influence the development of their school through the school council, where their views are taken seriously. Pupils' spiritual, moral, social and cultural development is good. Pupils gain a good understanding of world religions and cultures through lessons and through visits. Pupils are sensitive and understanding towards others. They know about safe and healthy life choices and regular sporting activities contribute well to pupils' fitness. Pupils' understanding of working together is good. Raising funds for charities results in pupils having a good awareness of the community outside school. By the time pupils leave the school they express themselves clearly and have academic and social skills that will be valuable to them in adult life and at work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Teachers choose resources carefully and make good use of technology such as data projectors to introduce activities and to show pupils how ICT is a useful tool to access information quickly. Skilful questioning draws pupils into discussion and allows time for them to develop their ideas. Clearly explained information prepares pupils well so that they quickly get down to work. However, teachers' planning sometimes lacks detail about how the different groups within the class will learn. This does not always challenge pupils sufficiently well and particularly affects the more able pupils who sometimes complete work that is too easy before they start activities that are right for their abilities. The overuse of worksheets restricts the development of pupils' writing skills and this is the main reason that pupils do not make the progress that they should in writing. In addition, the way that pupils' work is organised, often on loose leaf paper, makes it difficult to for pupils and teachers to refer back to earlier learning. This makes it hard for pupils to see what they have already learned and to build on what they have achieved.

Learning support assistants explain activities carefully to pupils with learning difficulties. This ensures that these pupils understand what to do and work at a rate that is suitable to their needs. Pupils at an early stage of learning English receive well targeted support.

They are included well in lessons and the work given to them is appropriate to their needs.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum includes all the subjects that it should but, as the school knows, there are some areas that need improving. In particular, there is some work to do to make sure that pupils have good opportunities to use their writing and ICT skills to extend their learning across all subjects. A long established practice of using worksheets, which are not always of a high quality, restricts the opportunities for pupils to take initiative and responsibility for their learning. Provision for pupils' personal development and citizenship is particularly good. This successfully enhances pupils' self esteem and their awareness of the importance of keeping safe and healthy. A good range of extracurricular activities including visits and visitors effectively enrich the curriculum. Pupils speak very enthusiastically about the many sporting and musical activities they are offered.

## **Care, guidance and support**

### **Grade: 3**

Procedures for safeguarding children, child protection and health and safety are satisfactory. Pupils say that adults look after them well and that they are kind and will listen when they have worries. Parents also think that their children are safe. The school sensitively supports vulnerable pupils and those pupils with learning difficulties. The good links with external agencies, such as the school health service and social services, help the school guide pupils about healthy lifestyles and support the staff in working with pupils and their families. Transfer procedures for pupils from the feeder infant school and to the secondary school are good. Pupils' progress is assessed regularly and the information is used to identify the learning needs of groups of pupils. However, not enough use is made of the information to make sure that pupils are making consistent progress as they move through the school. Marking, although supportive, does not make it sufficiently clear to the pupils the good aspects of their work and how they should improve.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The relatively new headteacher, senior management team, and governors have a secure understanding of the strengths of the school and the areas that require further improvement. This ensures that the school focuses on the right things to do and provides a satisfactory base on which to improve. For example, recent efforts to improve pupils' achievement in reading have proved successful. Test results are better, pupils are eager to read, and enjoy what they are learning.

Senior managers use information from test results to group pupils working at the same level, to focus support for pupils who appear to be struggling, and to set targets for the future. However, this data also shows that there are differences in achievement from one year group to the next. The school has identified these differences but this has not led to checks on what is happening in classrooms. As a result, the overuse of worksheets and the impact of this on pupils' progress have not been identified. Senior managers look at samples of pupils' work but this does not give a full enough picture of how well pupils are doing or whether agreed ways of working are implemented and are working successfully. The school has priorities to increase the use of ICT and extend the opportunities for writing across the curriculum. It is evident from pupils' work in books that these priorities are not yet in place and this is hindering pupils' progress especially in Years 3 to 5.

The school takes account of parents' and pupils' views. Parents feel listened to and that the school responds positively to their views. The school welcomes pupils' views. It involves pupils in decisions that affect them. For example, the pupils are putting plans forward to improve the toilet facilities.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for all your help during our visit to your school. Mrs Furniss, Mr Parker and I enjoyed talking with you and your teachers and seeing what you were doing in lessons.

We would like to tell you what we found during the inspection.

- you behave extremely well. You say children are kind and helpful and we agree
- you are sensible, you work hard and find your lessons fun. You have many interesting and exciting things to do outside your normal lessons
- you told us how much you enjoy coming to school. We could see this in your happy, smiling faces and we know you very rarely miss a day at school
- you do well in mathematics but you could do better with your writing. We have asked your teachers to give you more time to write things for yourselves
- we have also asked your teachers to give you more chances to use computers to help you do your work in other subjects
- your teachers make sure that you know all about keeping fit and staying healthy
- we have asked your headteacher to check more closely how well you and your teachers are doing to make sure that you do your very best in all subjects.

Keep working hard. I wish you all the very best for the future.