

Teagues Bridge Primary School

Inspection report

Unique Reference Number	123451
Local Authority	Telford and Wrekin
Inspection number	292668
Inspection date	24 April 2007
Reporting inspector	Mary Hamby HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	180
School	
Appropriate authority	The governing body
Chair	Rose Gregory
Headteacher	Sarah Charles
Date of previous school inspection	15 April 2002
School address	Teagues Crescent Trench Telford TF2 6RE
Telephone number	01952 388450
Fax number	01952 388452

Age group	4–11
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Introduction

The inspection of the school was carried out by one of Her Majesty's Inspectors.

Description of the school

This school serves an area of mixed housing in an established community. The staffing of the school has been stable over a number of years but there has been a very recent change of headteacher. Although the pupils are mainly from White British backgrounds, a quarter of them are from a variety of other ethnic heritages, the most significant being from Indian backgrounds. The proportion of pupils who speak English as an additional language is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well and reach above-average standards in English, mathematics and science. The pupils enjoy school and their attendance is good. Parents are overwhelmingly pleased with the care, support and guidance their children receive and are right to think that this is a good aspect of the school.

The teaching is good. Lessons are lively and interesting and taught at a brisk pace. Pupils from different backgrounds are included well and given the support they need to make good progress. Pupils with learning difficulties and disabilities achieve well because they have specific targets and the work is well matched to their needs. However, more-able pupils are not given hard enough work in mathematics lessons, particularly in using and applying their skills in a variety of contexts.

Personal development and well-being are good. The pupils are well behaved and friendly. In the Reception class the pupils are nurtured well and this helps them to develop confidence and take a full part in all that school has to offer. The older pupils know the importance of keeping fit and staying healthy, and have recently changed the menu in school to include more healthy options.

The good curriculum begins in the Reception class, where there is a suitable balance of work and play. It is built on well through Years 1 to 6, where the strong emphasis on teaching English in a variety of subjects helps pupils to achieve well. There is less emphasis on teaching mathematical and Information and Communication Technology (ICT) skills across the curriculum and so pupils do not always apply their knowledge in a broad range of contexts. School leaders have an accurate understanding of the school's strengths and weaknesses, and have identified this for themselves.

Leadership and management are good; central to this is the headteacher's clear vision for the school's next phase of development. She is keen for the school to continue its successful path and has suitable plans in place to secure this objective. The school has good capacity to improve.

What the school should do to improve further

- Improve the teaching of the use and application of mathematics for the most able pupils by ensuring that the work that they are given is hard enough.
- Review the curriculum to ensure that key skills in mathematics and ICT are taught across a range of subjects.

Achievement and standards

Grade: 2

The pupils achieve well throughout the school. This is because they are taught effectively, are happy in school and attend regularly. When they begin school, their knowledge and skills in most areas of learning are typical of those seen nationally, except for skills in communication, language and literacy, which are below average. The school recognises this and give prominence to this area of learning so that the pupils make up ground and are ready for the demands of the National Curriculum.

From Years 1 through to 6, the pupils build on the firm foundations laid in the Reception class and reach standards that are higher than average. Pupils achieve very well in English because

teaching is matched to their individual needs. Those who are learning English as an additional language (EAL) are well served by the school and have the same opportunities to do well. Although standards in mathematics are higher than average, some of the more able pupils are not making the progress they should because the work is not demanding enough. This is especially so in enabling pupils to use their knowledge to solve problems and apply their skills in different contexts.

Personal development and well-being

Grade: 2

The pupils enjoy friendly relationships with each other and with adults, and their spiritual, moral, social and cultural development is good. They celebrate a range of festivals, such as Sikh New Year, and enjoy the opportunity to try out new experiences and learn about different cultures. Good behaviour is the order of the day in lessons and the pupils get on well together at playtimes. The pupils in the Reception class settle in well and quickly learn routines and enjoy doing jobs to help out. Older pupils understand their responsibilities and carry them out willingly and diligently. School councillors take their roles seriously and are making beneficial changes to their school.

The pupils know how to keep safe and lead a healthy lifestyle. They make a good contribution to their school community and are sympathetic to the needs of others. Their personal qualities and their literacy skills and numerical skills prepare them well for the demands of adult life. However, their independent learning skills are hampered because ICT skills are not yet promoted sufficiently well.

Quality of provision

Teaching and learning

Grade: 2

The good teaching throughout the school ensures that pupils make good progress. Teachers know their pupils well and have very positive relationships with them. They are supported by a willing team of assistants, who make a good contribution to the work of the school. Together, the staff team provides a warm and friendly atmosphere which is particularly helpful to vulnerable pupils and those with learning difficulties and disabilities.

Lessons are lively and interesting so that the pupils are motivated to work hard and enjoy learning in a variety of groupings. Starting points for writing are chosen well to appeal to both girls and boys, and pupils learning EAL are included well in activities. Most lessons are well planned, but mathematics lessons do not provide enough challenge for the most able pupils. This is most often the case at the start of lessons when the whole class is working together and the questions do not test the pupils' thinking skills enough. Teachers are starting to use ICT well in their teaching but there are too few opportunities for pupils to use the range of technology and so their independent learning is not developed well enough.

Curriculum and other activities

Grade: 2

The curriculum in the Reception class is relevant to the needs of pupils because of its emphasis on communication, language and literacy. It enables them to become confident speakers and enjoy a range of interesting books. The stress on basic skills in Year 1 to Year 6 has served the

pupils well and resulted in rising standards over the last few years. However, there has been too little emphasis on developing and applying mathematical and ICT skills through a range of other subjects. Consequently the pupils do not always understand the usefulness of what they are learning or have the opportunity to practise their skills.

A wide range of enrichment activities is provided through clubs and visits to places of interest. The pupils enjoy these greatly and the provision makes an excellent contribution to their academic and personal development. The curriculum contains rich opportunities to support social and emotional aspects of learning and this helps the pupils to become confident and spirited youngsters with a thirst for learning.

Care, guidance and support

Grade: 2

Parents are very pleased with the support their children receive. One parent wrote about 'the family atmosphere' and another, that the staff are 'friendly and eager for the children to be happy and well cared for'. The school helps all pupils to develop as cheerful and cooperative youngsters as well as enthusiastic learners. Surveys show that the pupils enjoy coming to school and know what to do if they have any worries.

Academic guidance is based on secure systems to assess pupils' progress. This is developed well in English, mathematics and science, but less so in other subjects. Pupils are starting to assess their own and each other's work, but this is still at an early stage of development. Pupils have good ideas about how they might improve their writing because of the effective guidance they are given. They enjoy the opportunity to assess their own work and are keen to do so. However, they are less certain about how this might be tackled in other subjects. The progress of pupils with learning difficulties and disabilities is carefully monitored to help these pupils reach their individual targets. Other vulnerable pupils are supported well to help them learn quickly and develop independence.

Leadership and management

Grade: 2

Good leadership and management have ensured the school's continuing improvement. Standards have risen since the last inspection and most of the issues for improvement identified then have since been rectified. One issue which still remains incomplete is the role of subject leaders. Although there is clear development of the roles of some coordinators, others are not yet taking a full enough part in school improvement.

The new headteacher has a clear vision for the further development of the school and is keen to delegate responsibilities appropriately to enable all to share their skills and talents. The development of the leadership team is progressing well and the strong sense of teamwork is evident. The leaders have a good understanding of how to make this good school even better and their capacity to continue its improvement is good. The systematic monitoring of teaching by the senior team identifies what is working well and how teachers can improve their practice.

Governors play an active part in school development and offer a critical sounding board for new ideas. Together with other school leaders, they have a realistic approach to self-evaluation and are open and rational in their judgements about the school's effectiveness.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 April 2007 Dear Children

Inspection of Teagues Bridge Primary School, Telford TF2 6RE

Thank you for making me so welcome in your school. I really liked talking to you about all the things that you do and I enjoyed the assembly to celebrate the Sikh New Year. Even though I was only in the school for one day I was able to find out the things I wanted to know. This is because everyone at school was very willing to talk to me and share their views. I am grateful to your parents for filling in the questionnaire because that enabled me to see what they thought of your school.

You have a good school and everyone works hard to make sure you learn well from the day you start. The children in the Reception class are very happy, they enjoy lessons and have enough time to learn in class and through their play. In the other classes you learn quickly and so you get good marks in the national tests in Year 2 and Year 6. You are eager to answer questions, but some of you are not getting hard enough work in mathematics lessons. I have asked your teachers to make some of the work harder to make sure you really have to think about mathematical problems.

The staff take good care of you and provide lots of interesting activities for you to do at playtime and after school. These really help you to get on well together and provide opportunities for you to try out different sports and pastimes. Although most of the lessons help you to develop the skills you will need when you grow up, you do not get enough time to work with the computers and to use your mathematical skills in different subjects.

Your headteacher and the people who help her know what they need to do to make your good school even better. You can help them by always trying your best and speaking up if you think your work is too easy. Good luck to you all, and especially to Year 6 with the forthcoming tests.

Aim high. Best wishes from

Mrs Hamby Her Majesty's Inspector