



Abbots Farm Infant School

Inspection Report

Unique Reference Number 125573
Local Authority Warwickshire
Inspection number 293295
Inspection dates 12–13 October 2006
Reporting inspector Susan Walsh

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

Type of school	Infant	School address	Abbots Way
School category	Community		Rugby
Age range of pupils	4–7		CV21 4AP
Gender of pupils	Mixed	Telephone number	01788 543093
Number on roll (school)	148	Fax number	01788 543093
Appropriate authority	The governing body	Chair	Kerry Parmer
		Headteacher	Linda Teague
Date of previous school inspection	2 July 2001		

Age group 4–7	Inspection dates 12–13 October 2006	Inspection number 293295
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Abbots Farm Infant School serves a residential area on the edge of Rugby. Most pupils come from advantaged homes. The proportion of children with learning difficulties and disabilities is well below the national average. There is on site pre-school provision that has had a separate inspection. The headteacher has been in post for less than a year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Abbots Farm Infant School provides a satisfactory standard of education. The school's judgements were more generous because school leaders have not been rigorous enough in evaluating pupils' progress. The school has experienced significant changes of senior leadership and absence of other key members of staff. Despite this, staff morale is high. Staff are embracing new ideas and are keen to improve. They are fully behind the new headteacher's commitment and vision. There is a good ethos with a strong sense of community. Pupils' personal development is good and this is reflected in their sensible behaviour. Care, guidance and support are satisfactory overall but pastoral care is good. Pupils' personal needs are looked after well and, as a result, they feel very safe and secure. Several parents commented that teachers are 'kind, friendly and very approachable'. Pupils say that there are 'lots of fun things to do' and this reflects the good curriculum. Provision in the Foundation Stage is satisfactory. There is a good range of activities in which children enjoy taking part. Children start the Foundation Stage with broadly average standards. Last year, children made good progress reaching above average standards by the time they entered Year 1. However, there have been substantial changes in provision in the Foundation Stage and children currently make satisfactory progress. In 2006, standards at the end of Year 2 were above average. Progress through Years 1 and 2 is uneven, however, with pupils making good progress in some classes and satisfactory progress in others. Achievement is satisfactory overall. This is because teaching is satisfactory. It does not always provide all pupils with effective challenge. Some introductions go on for too long, causing pupils to lose interest, and it is not always made clear to pupils what they need to learn and why.

Assessment of pupils' learning needs is satisfactory. A great deal of data is produced but the information is not always used effectively to spot when learning slows or to set individual learning targets. Leadership and management are satisfactory. The school's self-evaluation is fairly secure as the headteacher clearly recognises the school's strengths and weaknesses, but monitoring and evaluation by other leaders is not as robust. Satisfactory improvements have been made since the last inspection and this shows that the school has the capacity to improve further.

What the school should do to improve further

- Improve the quality of teaching by using time more effectively, ensuring pupils know what they are expected to learn and providing appropriate challenge for all pupils.
- Set challenging and individual targets for pupils and further develop the tracking of pupils' performance to provide a more rigorous focus on achievement.

Achievement and standards

Grade: 3

Children start the Foundation Stage with broadly average standards. They made good progress last year, reaching above average standards by the time they entered Year

1. They were particularly good at linking sounds and letters, reading, writing and using number. However there have been substantial changes in provision in the Foundation Stage and the school has had to manage staff changes and absence. This has had an impact on children's progress. Although they make good progress in their personal development, overall progress in the Foundation Stage is now satisfactory.

Standards at the end of Year 2 are above average and they have been improving year on year, although the school has not met the challenging targets it set for itself. In Years 1 and 2, achievement over time and progress in lessons is uneven because there are inconsistencies in the quality of teaching. Pupils make good progress in some classes and satisfactory progress in others. As a result, achievement is satisfactory.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being and their spiritual, moral, social and cultural development are good. As a result of good social development, pupils are cheerful and polite. They are sensible and trustworthy, and they genuinely care about each other. As a pupil said, 'Everybody's kind'. This caring attitude starts in the Foundation Stage. This was clearly demonstrated when a child who had done extremely well when ordering numbers was very keen to make sure that her success was shared with others who had helped. Pupils say they feel very safe in school. Pupils gain confidence and many are very self-assured. Pupils enjoy coming to school and they usually work hard in lessons. Occasionally they lose interest when they have to listen to the teacher for a long time or watch others instead of learning for themselves. Behaviour in lessons and around school is good and attendance is satisfactory. Pupils are aware of the need to adopt healthy lifestyles. They can explain what constitutes a healthy diet and know what they should do to keep safe. They like exercise and are enthusiastic about the after school sports clubs, such as hockey and football. Pupils make a good contribution to the school through the school council and doing little jobs. One girl said, 'I like being a monitor because you help.' They also contribute well to the wider community through their care of the environment and active fund-raising. Pupils' sensible attitudes combined with improving academic standards ensure that they are adequately prepared for their futures.

Quality of provision

Teaching and learning

Grade: 3

Teachers manage behaviour well and establish a calm atmosphere in their classrooms. There is a good focus on personal development and pupils are encouraged to work well together. Teaching assistants usually make a good contribution to lessons by supporting pupils who need extra help. Teachers' expectations of pupils are not always high enough. Some lessons ensure that all pupils are set challenging work, but it is not always noticed when pupils are busy but not necessarily learning. This is reflected

in pupils' progress being better in some classes than others. Lesson introductions can be very long, and eventually pupils' attention drifts. Pupils are not always informed about exactly what they should be learning. In the Foundation Stage, some whole-class activities can involve too few pupils in active learning, leaving others unoccupied and unengaged. Marking is often of a very high standard. It gives pupils a clear indication of how they should improve. Marking also points out when pupils have not done enough work, although it may be a little late by then.

Curriculum and other activities

Grade: 2

In the Foundation Stage, there is a good range of activities that successfully covers all areas of learning. The curriculum in Years 1 and 2 is carefully structured and meets National Curriculum requirements. Very recent improvements have resulted in better links between subjects and more interesting lessons but this has yet to impact on progress. Provision for information and communication technology has improved substantially since the last inspection. Opportunities for curricular enrichment are good. There is a stimulating range of visits and visitors. Pupils enjoy the after school activities and playing their recorders at lunchtime. Provision for personal, social and health education is good and contributes to pupils' good personal development. Parents are provided with extensive information about their children's curriculum and they report that this helps them support their children's learning.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall but care for pupils' personal needs is particularly strong. Pupils and parents say that the school has 'a friendly feeling'. Pupils feel that they can easily talk to a member of staff if they have a problem. Parents of children in the Foundation Stage report that they are very pleased with the induction process. They describe a 'warm loving environment' and say that their children have settled in very quickly. Child protection procedures have been enhanced and a great deal of care goes into ensuring that pupils are taught within a safe and supportive situation. The school works well with external agencies to ensure that vulnerable pupils have access to appropriate help and are well cared for. The monitoring of academic performance is satisfactory. Much work has been done to assess pupils' progress but the information is not always used effectively to spot when learning slows or to set individual learning targets for pupils.

Leadership and management

Grade: 3

The new headteacher has led the school well through a difficult period, providing a clear sense of direction with an emphasis on improving standards. There has been a concerted effort to develop whole staff expertise, including recently establishing teaching and learning teams to involve them in monitoring and development. Governors

are supportive. Monitoring of the curriculum has improved and the headteacher's monitoring of the school's provision, including teaching, is accurate. However, other staff with management responsibilities are not sufficiently involved in monitoring. The school produces a plethora of data but this is not used as effectively as it could be to evaluate, and then improve, the quality of the school's provision, including pupils' achievement.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

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.

Leadership and management

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

Thank you for being so friendly and polite when we visited your school. We liked talking to you and we enjoyed our chat with the school council. We are pleased that you enjoy school and we know that you work very hard. It is good that you are trying hard to eat healthily and enjoy exercise. We thought you made a good contribution to the school community through your work with the school council and all the jobs you do around school. You clearly enjoy your visits to interesting places like the Victorian school and having fun in the sports clubs.

We have asked your teachers to make sure that you do not have to spend as long on the carpet so that you stay alert and then you can spend more time doing other interesting activities. We would like teachers to look very carefully at how well you are doing and to check regularly to make sure that you do not fall behind with your work.

We know that you will do all you can to help your teachers when they are working hard to improve your school. We wish you all the best for the future.