

# Teesville Infant School

## Inspection report

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<b>Unique Reference Number</b>	111602
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	310639
<b>Inspection date</b>	22 November 2007
<b>Reporting inspector</b>	Jackie Barnes

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carole Goodchild
<b>Headteacher</b>	Mrs Alison M Ashton
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	The Avenue Teesville Middlesbrough TS6 0DD
<b>Telephone number</b>	01642 453310
<b>Fax number</b>	01642 453310

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: the extent to which the improvement in standards of Year 2 pupils in 2007 is being maintained in the current year; the effectiveness with which the teaching team share their expertise to maintain at least good progress for the pupils; the contribution the governance of the school makes to the school's effectiveness. Evidence was gathered from the school's documentation, including the school's self evaluation, assessment information and national test results, discussions with staff, governors and the local authority, parents' and pupils' views and lesson observations.

Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This is a large infant school situated on the eastern outskirts of Middlesbrough. Although the locality has elements of social and economic difficulties, the school serves a stable community with a mix of rented and privately owned housing. Entitlement to free school meals is average as is the proportion of pupils who have learning difficulties and/or disabilities. Almost all pupils are from White British backgrounds and speak English as their first language. When children start school in the Nursery their attainment is below that typical of pupils of their age, although there are considerable differences between what individual children know and can do.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It has lively pupils who are keen to learn, and the confidence of its parents, who particularly appreciate the welcoming atmosphere and the excellent care and support their children receive. The pupils clearly enjoy school and attendance is now average, which is an improvement since the last inspection. They are proud of their achievements and enthusiastic about their activities, as they explained with comments such as, 'Every day we have an adventure in our school.' Underpinning these positive attitudes to learning is a good curriculum, with interesting resources and ample opportunities for physical and creative activities. This provision is exceptionally well used by staff to capture the interest of pupils of different abilities, maintain their motivation and encourage their learning.

Pupils' personal development and well-being are good. They know about the decisions they need to make to keep safe and healthy, and rightly trust the staff to care about their concerns and provide help when needed. This confidence in relationships with adults is the mainstay in their conviction that they are safe in school. Behaviour is good as is their social, moral, spiritual and cultural development. Most pupils are well mannered and care for each other. Lessons run smoothly. Pupils know the school's routines and rules well and accept guidance or correction with good grace if they are neglectful of these. A strong foundation for their future well-being is provided by their competence in literacy and numeracy together with their good personal skills, especially in working with others, sharing ideas and taking positive attitudes.

Pupils' achievement is outstanding and standards are above average. This exceptional progress begins in the Foundation Stage. By the time they enter Year 1 pupils' attainment is typical for their age in most areas of learning with about a third of the pupils exceeding this. Very good progress continues over the next two years, mainly due to good teaching and pupils' regular attendance helping them to build firmly on their achievements in the Nursery and Reception years. The school's national assessment results for Year 2 have been significantly above average for several years. Pupils' work in reading, writing and mathematics reflects these results. Although the most able pupils' often achieve the higher Level 3 in national assessments in reading and mathematics, too few do so in writing. Pupils with learning difficulties and/or disabilities are very well supported and well integrated into the day-to-day activities of the school. They make very good progress and some attain typical standards for their age.

Teaching and learning are outstanding. Staff focus on the needs of individual pupils and effective deployment of adults in lessons reflects this approach. The school's assessment system helps teachers to recognise and plan learning with individuals in mind, and a high proportion of teaching is undertaken with small groups of pupils. This strategy works very well, giving personal attention and effective guidance regularly, and enabling staff to make accurate assessments of each pupil's progress. Teachers' expectations are high and pupils' targets reflect these. Learning is far from dull with an excited hum of enthusiasm and pupils' regular delight at success in most lessons. Recent initiatives to further raise the level of challenge for the most able pupils have made a promising start, although these are not yet fully embedded in the school's normal practice.

Excellent leadership and management have enabled the school to continue to improve. The headteacher's outstanding leadership has provided a vision for the school's development that has improved standards. An effective teaching team has been forged that continually develops and shares best practice. The pupils have been successfully encouraged to take an active part

in their own learning. Parents are welcomed and most make a significant contribution to their children's education with the help of guidance where appropriate. Due attention is given to safety. The school building has been adapted to incorporate independent provision for before and after school care for nursery age pupils. Links with secondary schools and other agencies, such as health professionals, have extended the school's support for pupils and families. The school's systems for self-evaluation are very effective and include a wide range of views, helped by a knowledgeable governing body with a broad range of expertise. The many activities linked to the school's drive for further improvement have resulted in a detailed school development plan. Although useful and contains all that needs to be done, it does not prioritise clearly enough key areas for improvement. This reduces the effectiveness of the arrangements for checking progress in key areas, such as in raising standards of writing for more able pupils. The school has very good capacity to improve and provides excellent value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children make an excellent start in the Foundation Stage, and make outstanding progress due to very good teaching and care. When children start school in the Nursery their attainment is below that typical of pupils of their age, although there are considerable differences between what individual children know and can do.

The Nursery is an exciting place for children to learn to work alongside others, to increase their understanding of their own abilities and to explore new experiences. Their early learning is built upon very effectively in the Reception year, where they make exceptional progress in all areas of learning. The planning of their learning is exemplary and based on a very thorough knowledge of each child. By the end of the Foundation Stage, almost all children are working at typical levels for their age with some exceeding these. Progress in reading and writing is a little slower than in the other areas of learning because many children need extra help with their early language development. However, they gain a firm basis in the early skills of literacy which effectively supports the high standards they achieve in later year groups.

### **What the school should do to improve further**

- Raise standards of writing for the most capable pupils.
- Clarify the key priorities for improvement in the school's development plan.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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?	1
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?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

23 November 2007

Dear Children

Inspection of Teesville Infant School, Redcar and Cleveland, TS6 0DD

Thank you for making me so welcome when I visited your excellent school. You helped me to see how much you enjoyed your work and your friends, and that you knew how to keep safe and healthy. I was very pleased to see how well you look after each other and that your behaviour is good. You try your very best to do good work and to have fun without getting too excited. You love playing outside, swimming and running around, and this helps to keep you healthy. You told me that there were lots of adventures in your school and this made you like your lessons. You are very good at reading, writing and mathematics and you are right to be proud of yourselves and your school.

I think you can go on improving, so I have asked your school to make sure that the good writers get even better, and that everyone knows what the most important things are that the school plans to do in the future.

I know you will help by keeping up your good behaviour, attendance and super work in lessons.

Best wishes for the future.

Yours sincerely

J M Barnes

Lead inspector