

Tredworth Infant School

Inspection report

Unique Reference Number	115497
Local Authority	Gloucestershire
Inspection number	311951
Inspection dates	19–20 November 2008
Reporting inspector	David Westall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	170
Government funded early education provision for children aged 3 to the end of the EYFS	48
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Susan Matthews
Headteacher	Roberta Camble
Date of previous school inspection	15 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Victory Road Tredworth Gloucester GL1 4QF
Telephone number	01452 520411
Fax number	01452 530248

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves an area identified as having high social needs. The percentage of pupils known to be eligible for free school meals is nearly double the national average, and the percentage identified as having learning difficulties and/or disabilities is similarly high. About two thirds of all pupils are of White British origin while others come from a wide range of ethnic backgrounds. One fifth of the pupils speak English as an additional language.

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 their personal development is a key strength. The quality of care, guidance and support for pupils is outstanding. At the heart of the school's success is the excellent leadership of the headteacher and the strong commitment of the talented staff. The school's success is quickly evident due to pupils' keen dispositions, interesting displays of their good work and the dedicated attitude the staff who clearly love their jobs. Pupils benefit from a rich curriculum that provides a broad range of learning opportunities. During the inspection, pupils enjoyed working with a visiting artist to create a large mural. In addition, they talked enthusiastically about their recent visit to the Cheltenham Literature Festival and one pupil commented, 'It made me want to get writing straight away. I want to be an author when I grow up.' In the circumstances, it is not surprising that pupils do well and parents hold the school in high regard.

There is a rising trend in pupils' standards, because of good teaching. From starting points on entry to the school that are generally well below those expected nationally, pupils achieve well. As a result, standards in Year 2 are broadly average in reading and writing and are only a little below average in mathematics. Progress is good for nearly all pupils but it is only satisfactory for the more able in mathematics. This is why standards are not quite as high in the subject.

Teachers' enthusiasm and professionalism shine through in lessons. Their planning is usually good, reflecting their accurate assessments of pupils' needs. Teachers know just when to intervene with well-judged advice and when to stand back and let pupils work things out for themselves. Pupils say they work hard 'but learning is fun because the teachers make the lessons interesting'. Pupils' good personal development stems from the highly supportive relationships that exist across the school. It is clear that pupils like and respect their teachers and that these feelings are mutual. As a result, pupils know that staff have their best interests at heart and that they are valued as individuals. All of these factors contribute to pupils' positive attitudes and good behaviour. However, despite the school's best efforts, too many parents choose to take their children on holiday during term time and a few pupils are persistently poor at attending.

Good leadership and management have helped the school to improve. A relentless focus on pupils' language and literacy skills, for example, has raised standards very significantly in recent years. The headteacher is the driving force for school improvement. She has high expectations for pupils' personal and academic progress, and conveys her ideas persuasively so that staff have a common sense of direction. Her skills in supporting and developing staff, together with her considerable tenacity, have helped to eradicate unsatisfactory teaching, to spread good practice and to raise pupils' standards. Subject leaders fulfil their roles well, and the literacy leader is particularly effective. However, until recently, too much responsibility for setting the school's goals and planning its development has rested on the shoulders of the headteacher. The situation is improving rapidly, and the recently formed senior leadership team has made a good start. Nevertheless, it is still developing its role in guiding the school's work. The work of governors is satisfactory but they do not always ask challenging enough questions to hold the school to account. The school has made good progress since its previous inspection and is well placed to get even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well in the Early Years Foundation Stage (EYFS). As a result of good teaching, they make good progress across all areas of learning. Their progress is particularly marked in their personal, social and emotional development, and in their communication, language and literacy skills. Most children reach the expected learning goals in all areas of learning, despite their generally low starting points on entry. However, few in the current Reception classes are on course to exceed these goals. In addition, the learning difficulties and/or disabilities of a significant minority mean they will be unlikely to reach these goals, particularly in communication, language and literacy, and in mathematical development before the end of the school year. Teachers plan their lessons well, and the teaching is lively, captures children's interest and is tailored well to their needs. All areas of learning are covered well, and there is a good balance between teacher-led activities and those that children choose for themselves. Occasionally, however, children require more focused interventions from adults to make sure they make the most of the learning opportunities provided. Relationships between adults and children are very positive, and children benefit from high quality care, guidance and support. Children enjoy school and each other's company. They quickly settle into school routines, behave well and grow in confidence and independence. The leadership and management of the EYFS are good.

What the school should do to improve further

- Accelerate the progress of the most capable pupils in mathematics by ensuring that their work is always sufficiently challenging.
- Develop the roles of the members of the senior leadership team and governors so they play a bigger part in setting and achieving the school's goals.
- Improve the attendance rate.

Achievement and standards

Grade: 2

The improvement in pupils' standards has been significant in the last few years, and now pupils' achievement is good. Overall standards in Year 2 are now close to the national average, in contrast to the situation in 2006, when they were exceptionally low. This increase has resulted from improvements in teaching. Pupils' progress is particularly good in language and literacy, which have been a major focus for improvement by the school. Pupils' speaking and listening skills develop well, and their reading and writing improves quickly so that standards in literacy are now average in Year 2. Current standards in mathematics are not quite as high, largely because the most capable pupils mark time in some lessons. Nevertheless, given pupils' overall starting points, the standards reached still represent their good progress in the subject. There is no hint of complacency in this school, and the main focus in the current development plan is to raise standards further in mathematics. Across the school, pupils with learning difficulties and/or disabilities progress well, in common with those who are learning to speak English as an additional language.

Personal development and well-being

Grade: 2

The school is a happy and harmonious community where pupils get on well together. Pupils enjoy school. One parent commented about her enthusiastic child: 'I think he would come at the weekend if he could.' In these circumstances, it is surprising that the attendance rate, though improving, is still below average.

Pupils' spiritual, moral, social and cultural development is good. They work together amicably, respect the feelings of others and have a well developed sense of fair play. Behaviour is nearly always good. Very occasionally, a small number of pupils' present challenging behaviour but this is managed well by staff. Pupils respond positively when given responsibility, for example as members of the school council.

Pupils are safety conscious and are concerned for the welfare of others. They enjoy a good range of physical activities and understand the importance of healthy eating. Pupils have a strong social awareness, and are keen fundraisers for charities. Their constructive relationships with others, and their good academic progress, help them to be well prepared for their future.

Quality of provision

Teaching and learning

Grade: 2

Teachers know exactly what they expect pupils to learn and their explanations are clear so that pupils are confident about tackling their work. Teachers have good subject knowledge and are able to pinpoint areas for improvement and to target these very accurately. Questions effectively probe pupils' understanding and to help them to develop their ideas. Tasks are generally well matched to pupils' learning needs, reflecting teachers' effective planning. This is particularly evident in English lessons and is mainly the case in mathematics. Sometimes, however, the most capable pupils are given tasks in mathematics which are too easy, and this slows their progress. Good use is made of time in most lessons, although occasionally teachers' introductions are too long and restrict opportunities for pupils to get on with their tasks. Pupils with learning difficulties and/or disabilities, and those who are learning English as an additional language, are taught well. Teaching assistants have good expertise, work in close partnerships with teachers and provide pupils with valuable help.

Curriculum and other activities

Grade: 2

The curriculum is good. A prominent and effective emphasis is given to the development of pupils' language and literacy skills, and this has helped to accelerate pupils' progress. The mathematics curriculum is also given a suitably high priority and is generally implemented well, although the most capable pupils are not always stretched. The school takes care to ensure that pupils benefit from a broad curriculum that provides a wide range of worthwhile learning opportunities. For example, pupils have ample opportunities to develop and use their skills in information and communication technology, and provision in art is good. In addition, the provision for pupils' personal development is strong, and is reflected in pupils' positive attitudes, relationships and behaviour. In some lessons, however, opportunities are missed to encourage pupils to make decisions and to use their initiative. The curriculum is enriched by a wide range

of educational visits, visitors and clubs. These are greatly enjoyed by pupils and benefit their learning.

Care, guidance and support

Grade: 1

The school is a highly caring community and teachers know the pupils well. Parents are justifiably confident that their children are well looked after at school. Pupils feel safe and know they can talk to adults if they have any worries at school. Child protection procedures are robust and regular health and safety checks are carried out. The expertly organised breakfast club fulfils its role well and gets pupils off to a good start each morning. The school works very well with external agencies to provide support for pupils when this is required. Very effective arrangements help pupils to settle quickly into the Reception classes and to transfer confidently at the end of Year 2. Support for pupils' personal and academic development is strong. Pupils know their targets on learning, and benefit from regular focused discussions with teachers about their progress towards these, together with their future learning needs. The quality of teachers' marking is excellent, and helps pupils to improve.

Leadership and management

Grade: 2

Self-evaluation procedures are rigorous and mean the school has an accurate view of its performance. Consequently, the school development plan identifies pertinent areas for improvement and has a beneficial impact on pupils' achievement. Pupils' progress is tracked carefully. As a result, pupils who may have slipped behind are identified and given effective support. The headteacher has ensured that challenging targets have been set for pupils' achievement, and these have helped to raise teachers' expectations and improve pupils' standards. Strong links are established with parents, and the school ensures that pupils appreciate and benefit from the richness and diversity of culture in the local area. Racial harmony and equal opportunities are promoted strongly. The strategic leadership role of the new senior leadership team is not yet embedded, but is developing well. Governors are supportive and ensure that statutory requirements are met. A particularly well informed governor has led the formulation of the school's good community cohesion policy, which is implemented well. Overall, however, governors tend to rely too much on the headteacher to guide their work and to evaluate the school's performance.

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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
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
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 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?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 November 2008

Dear Pupils

Inspection of Tredworth Infant School, Victory Road, Gloucester GL1 4QF

Thank you for welcoming us into your school and for being so friendly, polite and helpful. Here are some of the good things we found out:

- You think Tredworth Infants is a good school and we agree with you.
- You enjoy school, like your teachers and have many friends.
- Your behaviour is good.
- The teachers are good at making sure you do well in lessons, and that your work is usually as good as children's work in most schools by the end of Year 2.
- The adults take very good care of you, and you know who to go to if you need some help.
- You are lucky to have such a very good headteacher, and the hardworking teachers make sure you have lots of interesting things to learn.

We found a few things that need to improve. We have asked the school to make sure that the quickest learners in mathematics do a little better. We also want some teachers and the governors to play an even bigger part in leading and managing the school. Some of you can help with the final thing that needs to improve. This is your attendance. At the moment, some children are absent from school much too often, and sometimes children go on holiday during school time. This means that these children miss opportunities to get better at their schoolwork.

It enjoyed meeting you. We really enjoyed our short time in your lovely school.

Best wishes

David Westall Lead Inspector