

# Buntingsdale Infant School

## Inspection report

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<b>Unique Reference Number</b>	123397
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340327
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Derek Aitken

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	R Dakin
<b>Headteacher</b>	H Alcock
<b>Date of previous school inspection</b>	24 January 2007
<b>School address</b>	Buntingsdale Estate Tern Hill Market Drayton
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## Introduction

This inspection was carried out by an additional inspector. Five teachers were observed, teaching seven lessons. Meetings were held with governors, staff and groups of pupils. The inspector observed the school's work, and looked at school documents, including policies relating to the safeguarding of pupils, self-evaluation records and the school's own assessment data. The inspector analysed questionnaires from 42 parents and carers and 10 staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- how well pupils develop their literacy skills, particularly in writing
- the quality of pupils' behaviour and attitudes and the impact these have on their learning
- how well assessment is used to promote pupils' progress
- the quality of the school's strategic planning
- the rigour of the school's monitoring, evaluation and review systems, especially as regards standards.

## Information about the school

Buntingsdale Infants is a very small school. It is situated on a housing estate occupied mainly by army personnel. Three quarters of the pupils have a parent or carer who serves in Afghanistan. The remaining pupils come from civilian families, including Traveller families. Large numbers of pupils join school after Nursery or leave before the end of Year 2. The majority of pupils are White British, a few are Fijian. The proportion of pupils with special educational needs and/or disabilities is usually average, but this varies considerably from year to year. Most children join Reception from the school's own part-time Nursery. There is one class for all pupils in Key Stage 1 shared by two part-time teachers. The last few years have been an unsettled period marked by annual staff changes largely due to maternity leaves. The school has Healthy Schools status and holds the International Schools Award and Investors in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Buntingsdale Infants provides its pupils with a satisfactory education. Despite disruption to staffing, under the effective leadership of the headteacher the quality of education has been maintained. The school cares for its pupils well by welcoming new arrivals warmly and by making good use of a wide range of other agencies to support pupils whose circumstances may make them vulnerable.

The Early Years Foundation Stage is a strength of the school. Children adapt quickly to the routines, form good relationships with each other and the staff so that most become confident and self-reliant learners. Opportunities are missed, however, to promote their writing skills fully. Pupils' starting points on entry to Year 1 are usually in line with national expectations in all areas of learning, except literacy, where standards are below average. Standards of work in Year 2 are below average but these are affected by frequent relocations and leave-taking by the pupils' parents and carers, which affect the continuity of their children's education. The staff have put in place some useful measures with a view to raising standards in writing across the school but these are not yet systematic enough to have a significant impact on improving pupils' progress.

The curriculum promotes pupils' awareness of how to stay safe and their understanding of cultural diversity well. Satisfactory teaching ensures that pupils make satisfactory progress overall, but teachers do not always plan sharply enough to ensure pupils' skills and understanding are built up steadily and pupils do not have enough opportunities to reflect on, or explain their learning. Insufficient use is made of marking and pupils' personal targets to accelerate their progress and increase their motivation.

Constant staff changes and the resultant need to concentrate energies on the successful induction of new teachers have reduced opportunities for senior leaders to monitor teaching and learning formally, embed initiatives or follow up thoroughly the impact of their actions on pupils' learning. However, staffing is now more stable and this factor, combined with the steady maintenance of the quality of provision since the last inspection, provides the school with a satisfactory platform for further improvement.

## What does the school need to do to improve further?

- Improve writing skills across the school by:
  - planning more systematically for their development and progression
  - providing better opportunities for children in Nursery and Reception to write about their experiences, for example, in the outdoor area
  - ensuring that new initiatives are fully embedded and that their impact on

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standards and progress is monitored closely.

- Raise pupils' standards and improve their progress by:
  - ensuring teachers organise lessons so that pupils can build up their knowledge and confidence systematically
  - providing better opportunities in lessons for pupils to reflect on what they have learnt and demonstrate their understanding orally
  - making better use of marking and pupils' targets.
- Improve the quality of leadership and management by:
  - increasing the frequency of formal monitoring, for example, through lesson observations, identifying clearly action points and ensuring they are followed up to enhance staff skills
  - developing the leadership skills of staff other than the headteacher to play a fuller part in reviewing the school's performance.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Children's skills when they start Nursery are overall below those expected for their age and sometimes well below expectations in literacy. When pupils enter Year 1, they have made good gains in most areas of learning, particularly in their personal and social development. Standards by the end of Year 2 are usually below average, but these fluctuate widely as is often the case when year groups are small and the composition of year groups changes markedly. For example, six pupils in the current Year 2 left unexpectedly in Autumn 2009, while two pupils joined the class at the same time. Lessons seen during the inspection confirmed a picture of below average standards coupled with satisfactory progress for all groups of learners, including pupils with special educational needs and/or disabilities. Pupils with English as an additional language, most of whom are of Fijian heritage, settle well in school, develop their speaking skills quickly and make good progress in their learning.

Standards in writing have improved a little this year. Pupils are starting to write at greater length, using a wider range of imaginative vocabulary in their stories. Weaknesses remain, however, in pupils' presentation skills, their spelling and their command of syntax. Pupils' skills in speaking and listening are likewise below average. Some pupils have difficulty in expressing their ideas or lack the confidence to do so, while for a few others sustaining concentration is a problem. The development of pupils' communication skills is hampered by some lack of opportunities in lessons for pupils to talk about their learning.

Pupils have a good regard for their school. They enjoy playing with their friends and find school a welcoming and safe place to be. Most pupils show positive attitudes towards their learning but some pupils are less well motivated or enthused. The school

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curriculum promotes healthy lifestyles well but opportunities for pupils to engage actively in these pursuits are restricted due to the school's isolated position. Pupils' behaviour is satisfactory. Most pupils follow the staff's instructions without question, but a few pupils require regular reminders to focus on their work. Pupils contribute usefully to the school community as eco-representatives and as playground helpers. White British and Fijian pupils mix with each other well. Pupils have a good understanding of the lives of pupils in Kenya and Fiji.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers respond well to their pupils' learning needs by giving them frequent opportunities to learn visually and practically. They regularly and confidently use the interactive whiteboard to introduce new topics, engage pupils' interest and test their understanding. Teachers' subject knowledge is satisfactory. On occasion, however, they do not make the best use of their interesting materials, because lesson starters are not planned carefully enough to enable children to build up their confidence and learn systematically. When this happens, some pupils tend to lose focus and participate less

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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readily which slows the pace of their learning. While teachers mark pupils' work regularly, their marking is not linked purposefully to a common scheme or pupils' personal targets, which slows pupils' progress.

The curriculum is currently being adapted to increase the opportunities for pupils to write more creatively and extensively. These initiatives are too recent to have had a significant impact on pupils' progress. The school works successfully to enhance pupils' understanding of how to be healthy and stay safe, for example through the Safer Schools initiative. The school makes good use of well established, shared projects with Innis Education Centre in Kenya to broaden pupils' appreciation of the lives of African children, while a group of Fijian parents and carers recently conducted an enjoyable focus week on life in their home country.

The school provides good pastoral support for the needs of its pupils. The regular and often unexpected changes in the school population pose constant new challenges for school leaders which they work very effectively to meet, through early identification of need and prompt action. This hard work is not always rewarded by sustained good outcomes for pupils' achievement and personal development due to the disrupted nature of schooling for many pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides committed pastoral leadership and continuity through the successful training of staff replacements, frequently teachers new to the profession. School self-evaluation is largely accurate and draws on the views of a range of stakeholders, including pupils. The school development plan is centred on an appropriate range of clear priorities, but these are viewed in isolation, rather than as an integrated whole, which dilutes their effectiveness. While other key staff are beginning to monitor aspects of the school's work, their accountability for pupils' performance and for initiatives to raise standards is not fully developed. Monitoring of teaching and learning through lesson observations conducted by the headteacher contains perceptive comments. However, observations are not recorded formally enough or built into a regular cycle of monitoring to ensure maximum impact on staff performance. The safeguarding of pupils is a high priority for all school staff and governors, and the school's arrangements are of good quality, especially for child protection. The skills of key governors are matched well to the management of the school's finances and staff

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recruitment, but governors do not hold leaders rigorously to account for standards. The school promotes equalities satisfactorily as reflected in the outcomes for pupils. The school makes a good contribution to community cohesion by acting as a key focal point for the army families who live on the estate. Leaders have acquired an informed understanding of the unique needs of such parents and carers and the school provides, for example, an after-school club to help meet these needs. Productive working relationships have been established with the local army unit welfare officer. Collaborative projects have been carried out with schools in Kenya and a new link with a midlands school, of very different ethnic profile, has just been set up.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress, particularly in their personal development and in their speaking skills. The staff are deployed very effectively to support children's learning, especially in these two aspects. They show a genuine interest in the children and their experiences and are pro-active in engaging them in purposeful conversation. As a result, good relationships are firmly established and children quickly settle and feel entirely safe in the setting. They especially like the independent learning session which gets their school day off to an enjoyable start. Children make good use of this time by concentrating on and exploiting one activity fully before choosing the next. They show curiosity in their learning, for example, in searching for 'tarantulas' while wearing their insect crown hats. They persevere with routine tasks, such as tidying up, and carry these out spontaneously and conscientiously. Children are happy to work and play in



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pairs or individually and continue to do so without direct supervision. Boys, in particular, enjoy the challenge of developing their motor and physical skills by carefully driving their cars along the road tracks in the playground. Children also develop their oral skills well when they come together in small groups to review and question each other about their learning. While several aspects of the outdoor provision support children's learning well, children have too few opportunities to write about their interesting experiences. The leadership and management of the setting is good as a result of very effective teamwork which ensures all the requirements for the welfare and learning of children are met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Almost all parents and carers returned a questionnaire. Only five parents or carers made a written comment and no definite conclusion could be drawn from these. The statistical responses indicate a good deal of satisfaction with the school's work. Some concerns can be seen as regards the school's approach to managing unacceptable behaviour. Last session, the school used a high number of fixed term exclusions as a tool along with a range of other strategies in response to the poor behaviour of some pupils. Most of these pupils have now transferred to junior schools. At the same time the staff worked with the pupils to devise a new code of behaviour. It was noted by the inspector that this was understood by the pupils and applied consistently by the staff. Since September, only two exclusions have been made.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buntingsdale Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	71	12	29	0	0	0	0
The school keeps my child safe	27	64	14	33	1	2	0	0
The school informs me about my child's progress	18	43	24	57	0	0	0	0
My child is making enough progress at this school	22	52	18	43	2	5	0	0
The teaching is good at this school	26	62	15	36	1	2	0	0
The school helps me to support my child's learning	23	55	17	40	1	2	0	0
The school helps my child to have a healthy lifestyle	25	60	17	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	38	24	57	0	0	0	0
The school meets my child's particular needs	19	45	21	50	2	5	0	0
The school deals effectively with unacceptable behaviour	18	43	17	40	3	7	2	5
The school takes account of my suggestions and concerns	14	33	23	55	0	0	0	0
The school is led and managed effectively	16	38	24	57	2	5	0	0
Overall, I am happy with my child's experience at this school	22	52	19	45	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Friday 30 April 2010

Dear Pupils

Inspection of Buntingsdale Infant School, Market Drayton, TF9 2HB

Thank you for making me welcome in your school. I enjoyed talking to you about your interests and what you thought about your school.

Buntingsdale Infants is a satisfactory school. These are the things it does well.

Children in Nursery and Reception get off to a good start in their learning.

The school makes sure pupils who are new to the school settle in quickly.

You say the staff keep you safe and work hard to sort out any problems you have.

By the time you move up to junior school you have made satisfactory progress in your learning but your standards are below average. To improve both of these I have asked the staff to do some things.

Give you better chances to build up your writing skills.

Make sure teachers plan your learning carefully, so that you build up your confidence and understanding bit by bit; and that they give you better feedback to help you improve your work.

Make sure teachers get good chances to build up their skills and check up on the school's work.

You can help by trying your best at writing and making sure you concentrate and try to take a full part in lessons.

Yours sincerely

Derek Aitken

Lead inspector

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