

Teagues Bridge Primary School

Inspection report

Unique Reference Number	123451
Local Authority	Telford and Wrekin
Inspection number	340343
Inspection dates	10–11 February 2010
Reporting inspector	Andrew Stafford

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 of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Mrs Rose Gregory
Headteacher	Miss Sarah Charles
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of time looking at learning. They visited 11 lessons and observed seven teachers. They observed the school's work and looked at documentation including that related to safeguarding procedures, school development and for tracking the progress made by pupils. In addition, 60 responses to the parents' questionnaire were scrutinised in addition to 108 from pupils' and 11 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils, particularly the more able, progress in mathematics
- the accuracy of the school's monitoring of the quality of teaching and how it explains the progress made by pupils
- how good pupils' information and communication technology skills are and whether pupils are given sufficient opportunities to use these skills in different subjects
- how effective subject leaders are in monitoring progress and implementing change to improve achievement in their subjects.

Information about the school

The school is smaller than average. Around two-thirds of the pupils are White British with nearly a third from an Asian background, which includes mainly pupils of Indian heritage. The proportion of pupils with special educational needs and/or disabilities is average. Since the last inspection there has been considerable turbulence in staffing, mainly caused by illness. The school has several awards, including International Schools award, Healthy School status, Sportsmark and Artsmark. There is provision for the Early Years Foundation Stage in a Reception class. There is pre-school provision on site which is managed privately and is inspected and reported on separately.

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

This is a satisfactory school. Pupils achieve satisfactorily as a result of sound teaching and an adequate curriculum. Several aspects of the school's work are good. High standards of care mean that pupils feel safe and well cared for. Consequently, they are proud of their school and respond with good behaviour and a strong contribution to the school and wider community. Parents are generally supportive of the school.

Children make a good start in the Reception class. The progress for all groups of pupils through the main school, although always at least satisfactory overall, has been uneven during the last three years. This was as a result of a period of instability due to staff illnesses. Staffing is now more settled and there are clear signs of improvement. Attainment is average overall. It is better in English and science, but pulled down by notably weaker performance in mathematics. Provision is better in English, which is exemplified through stronger teaching which employs a wider variety of teaching strategies and a good range of interesting activities for children to do. The school has carefully analysed the reasons why a significant minority of pupils make variable progress in mathematics, particularly the more able pupils. It has used this information to improve the quality of mathematics teaching over the last year and rigorously track the progress of all pupils. As a result, pupils are now making better progress than before in mathematics. In addition, the school has sought to improve provision this year for more able pupils, but it is too soon to judge the extent of the impact of these recent measures.

Monitoring of the quality of teaching is good generally but does not focus sufficiently on the impact of teaching on the progress made by groups of pupils. There are examples of enterprising practice in teaching. However, opportunities to share this in order to improve teaching further are sometimes missed. Teachers' marking is generally good and usually offers constructive feedback to pupils, particularly in English. However, it does not offer sufficient guidance on how pupils might improve to attain the next level. The curriculum meets statutory requirements and contributes significantly to pupils' enjoyment and their good behaviour in school. Most pupils attend well, but, in spite of the school's best endeavours, there is a very small minority of persistent absentees that make attendance only average. The positive ethos underpins the productive relationships with other agencies which ensures the well-being of vulnerable children.

Senior leaders know the school well, and have high expectations for staff and pupils. Adults provide good role models for pupils. The school continues to provide good care. The quality of teaching and pupils' achievement is rising. There are good partnerships with parents and other agencies. Consequently, capacity to improve further is satisfactory.

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What does the school need to do to improve further?

- Raise attainment in mathematics in Key Stage 2 by
 - consistently providing more able pupils with appropriately challenging work
 - ensuring rigorous checks on the impact of mathematics teaching
 - focused tracking of more able pupils' progress in the subject
 - sharing good practice
 - ensuring that teachers provide feedback to pupils to help them to improve their work further.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Achievement overall in the key subjects has been satisfactory over the last three years and is satisfactory now. Attainment is broadly average. Standards in most classes are in line with national expectations. Pupils enjoy their work and participate enthusiastically in lessons. Scrutiny of pupils' books reveals a competent standard in writing for different audiences and different purposes. Presentation of work is good, indicating that pupils are trying to do their best. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of their effective support. The school's monitoring shows that the progress made by the more able pupils is rising, but remains uneven.

Pupils speak very warmly of the school. As one wrote, 'I love Teagues Bridge and I like all the teachers here! There are class trips, and when we have assembly our parents come. It's brilliant!' Pupils are respectful and courteous and look after one another well. They raise funds for charity and are very involved in the community, for example, visits to an old people's home. Pupils have a good understanding of healthy living issues. This is demonstrated by the awards of Healthy Schools status and Sportsmark. Lunchboxes, however, do not always reflect the school's values and often contain crisps or chocolate. Pupils' satisfactory attendance combined with their improving basic skills means that their economic well-being is improving. Pupils have a good understanding of right and wrong and are responsible members of the school and local community. Their awareness of other cultures is developing well through pupils' work that has gained Teagues Bridge the International School Award.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage their classes well and this contributes to the good relationships and working atmosphere in all classrooms. Learning objectives are shared with the pupils so that they know what they are expected to learn. There is some good practice. In a Year 2 class, for example, the teacher used the interactive whiteboard expertly to go through the steps necessary for pupils to grasp the concept of symmetry. There was an audible 'Wow!' from the pupils on seeing the examples of symmetry displayed. This was followed by independent work which was matched well to pupils' capabilities and needs and enabled them all to make good progress. This year, there has been a particular focus on using assessment data to set work which better challenges more able pupils and this is evident in all teachers' planning.

The curriculum helps to ensure pupils' good personal development, and leads to satisfactory achievement. There is a wide range of memorable experiences provided for the pupils, including themed days, such as Independent Learning Day, trips and visitors to the school. Prior to the inspection, Year 2 pupils visited the Blists Hill Museum as part of their Victorian topic. They enthused about their experiences, particularly dressing up as Victorian children and seeing their teacher in Victorian costume. There are ambitious plans to integrate information and communication technology (ICT) across the curriculum and this is developing well. Older pupils, and especially the talented ones, have acquired good ICT skills from opportunities provided through the strong links that exist with a local secondary school. The school has been awarded Artsmark and examples of artwork, on display in corridors, show that opportunities for imaginative experiences are provided well. Pupils were vociferous in their praise for opportunities to

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have taken part in one or more of the musical productions, Grease, Oliver and Joseph, produced in conjunction with the local specialist arts college. The school is developing procedures for improving attendance and punctuality. This includes raising the awareness, with a minority of parents, of the impact that loss of learning time has on academic progress and personal development. Care and support for vulnerable pupils, in this inclusive school, are good, which means that they play a full part in school life.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is a driving force and her vision and aspirations are shared by other staff. Morale is high and the staff work well as a team. Improvement has accelerated over the last year, particularly in English. Challenging targets are set for pupils and progress towards them is tracked closely. The school acknowledges that more able pupils underachieved in mathematics. Rectifying this is a priority and the school is employing a range of strategies aimed at improving rates of progress. These include using external consultants and increased monitoring of teachers' planning. These and other robust measures have led to some improvement in the quality of teaching in mathematics. Although leaders have instituted an extensive programme of lesson observations, insufficient attention is paid to checking on the progress made by different groups of pupils.

Safeguarding arrangements are strong and staff's attention to child protection procedures is prominent in all aspects of the school's life. The school makes determined, largely successful efforts to try to ensure that all pupils make good progress socially and academically. This contributes to the harmonious community in the school. There is also a strong commitment to promoting community cohesion. The links with the local community are good. The school is developing international and other links to further pupils' already good understanding of communities abroad and in the rest of Great Britain. An experienced and knowledgeable governing body supports and challenges the school appropriately.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Attainment on entry to the Reception class is broadly in line with the age-related expectations. The children make good progress and are on track to attain above average skills by the time they enter Year 1. The effectiveness of the Early Years Foundation Stage is a strength of the school, and has been for a number of years. This is particularly appreciated by parents. The rate of improvement has been accelerated since the appointment of the new leader and the setting up of a team approach to both planning and assessment. New staff are supported well and the organisation of both resources and the deployment of teaching assistants ensures that the Reception class operates very smoothly. Children receive stimulation through indoor and outdoor provision. For example, children worked outside on counting steps and other objects to promote their numeracy skills. Teachers' questioning of children's findings about number was good, but was insufficiently sharp to deepen their understanding and extend vocabulary. Teacher led work is complemented by the good capacity for children to work independently and purposefully. Children enjoy their learning, as they showed in free play on the topic of Chinese New Year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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

The large majority of parents are happy with the school's work. This reflects the strong partnership that exists between the school and its parents. Parents refer to how much they feel welcome and comfortable about joining their children for lunch and sharing celebrations of achievements in assemblies. As one parent commented, 'I am really happy with my daughter's whole experience of school.' The school has recently conducted its own survey of parents' and carers' views as part of its regular procedures. As a result, the school has decided to provide more opportunities for family meals as part of its engagement with parents. This shows that the school takes account of parental views. A very small minority raised concerns about behaviour, the school meeting particular individual needs and the help it gives parents to support learning. Inspectors do not share these concerns. On the isolated occasions when behaviour does not meet the high expectations of staff, it is dealt with successfully. Examples of the school making changes to meet particular needs were evident. The school has demonstrated its capacity to respond to concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Teagues Bridge Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	62	22	37	1	2	0	0
The school keeps my child safe	35	58	24	40	1	2	0	0
The school informs me about my child's progress	18	30	37	62	3	5	0	0
My child is making enough progress at this school	20	33	35	58	5	8	0	0
The teaching is good at this school	21	35	39	65	0	0	0	0
The school helps me to support my child's learning	19	32	35	58	6	10	0	0
The school helps my child to have a healthy lifestyle	27	45	31	52	4	7	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)	18	30	31	52	2	3	0	0
The school meets my child's particular needs	20	33	32	53	9	15	1	2
The school deals effectively with unacceptable behaviour	17	28	32	53	9	15	1	2
The school takes account of my suggestions and concerns	13	22	39	65	5	8	0	0
The school is led and managed effectively	20	33	35	58	3	5	0	0
Overall, I am happy with my child's experience at this school	30	50	29	48	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



12 February 2010

Dear Pupils

Inspection of Teagues Bridge Primary School, Telford, TF2 6RE

Thank you very much for your help and cooperation when we inspected your school. You told us that you feel very safe and greatly enjoy coming to school. You are rightly proud of your school.

These are the things we liked most:

- children make a good start in the Reception class
- your behaviour is good and you get on very well together
- adults look after you very well and you feel safe
- you have interesting things to do which leads you to enjoy school very much
- you make satisfactory progress in your work.

The school is always trying to make things better for you. We would like to see you making the same good progress in mathematics that you do in English. We have agreed with the school that teachers should:

- make sure that the work is not too easy for some of you
- track carefully how well the more able are doing in mathematics
- ensure that senior leaders check that teaching is improving
- share among all staff what makes good teaching
- tell you precisely how to improve your work.

Once again thank you for your warm welcome. You are excellent ambassadors for your school and so keep this up!

Yours sincerely

Andrew Stafford

Lead inspector

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