

# Emscote Infant School

## Inspection report

---

<b>Unique Reference Number</b>	125566
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340794
<b>Inspection dates</b>	15–16 March 2010
<b>Reporting inspector</b>	Graham Sims

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Edward Leung
<b>Headteacher</b>	Mrs Debi Cossins
<b>Date of previous school inspection</b>	26 September 2006
<b>School address</b>	All Saints Road Warwick CV34 5NH
<b>Telephone number</b>	01926 491433
<b>Fax number</b>	01926 491433
<b>Email address</b>	admin2332@we-learn.com

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed the teaching of every class teacher who was present at the time of the inspection. Inspectors held a meeting with six members of the governing body and met with all teaching staff and some teaching assistants. They spoke to two groups of pupils representing the school council and the ECO committee, and spoke informally to a number of parents. They looked at the school's work, its improvement plan and self-evaluation as well as assessment and tracking data that teachers use to monitor pupils' progress. Inspectors analysed 50 parental questionnaires, the results of which appear towards the end of this report.

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

- pupils' progress in developing their reading and writing skills and the effectiveness of the school's strategies to improve attainment in these areas
- the extent to which lessons and activities cater for pupils' differing abilities and, particularly, the level of challenge for more-able pupils
- the quality and effectiveness of teachers' feedback to pupils, both through the marking of their work and through oral comments in lessons
- the effectiveness of the new curriculum leadership teams and how well governors monitor and shape the direction of the school.

## Information about the school

Emscote Infant School is smaller than most infant schools. Most pupils are from White British backgrounds and the rest come from a broad range of ethnic heritages. Very few pupils join the school at the early stages of learning English. The proportion of pupils eligible for free school meals is above the national average, as is the proportion of pupils with special educational needs and/or disabilities. A large majority of children enter Reception having attended a privately run pre-school which operates on the school site. The school has a number of national awards, including the Active Mark, Healthy Schools and ECO School Green Flag awards.

**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?**

**2**

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

**2**

## Main findings

Stepping into Emscote Infant School, one is immediately struck by the richness of the well-ordered learning environment. This impression is reinforced at every turn as one walks through the hall and into each of the attractive and stimulating classrooms. Pupils are enthusiastic about their school and love the range of activities provided. Staff and governors are unanimous in saying how good it is to work in such a friendly, supportive and caring environment. Parents' and carers' comments, such as: 'It is a lovely school with caring and competent staff', 'The school instils a positive attitude to learning', 'I couldn't have wished for a more positive start to school for my child', and, 'It's a pleasure to be part of this community,' reflect their overwhelmingly positive views.

Good teaching and a rich curriculum help to ensure that pupils of all abilities achieve well during their three years in the school. Attainment improves from below that expected nationally at the start of Reception to broadly average by the end of Year 2. There has been a consistent drive over the last two years to improve the quality of provision and raise academic standards. Very high quality teaching in the Early Years Foundation Stage is enabling children to enter Year 1 better prepared than they have been in the past. Effective action has been taken to improve weak teaching elsewhere, although there is still some inconsistency in quality. Last year saw a significant improvement in standards in writing. The leadership team, however, recognises the importance of staff having even higher aspirations for the pupils in order to improve attainment and raise standards in reading, writing and mathematics even further. New initiatives have been implemented to broaden the curriculum, provide a wider range of extra-curricular activities and to engage more with the local community. The school's self-evaluation is realistic and accurate, and the development plan for the coming year outlines relevant and helpful priorities. The school has, therefore, shown good capacity for improvement.

Good quality care, guidance and support have a positive impact on pupils' personal development. The behaviour of almost all pupils throughout the school is good and, at times, it is exemplary. Pupils feel very safe in school, develop a good understanding of what they need to do to lead healthy lifestyles and develop into responsible young citizens as they undertake a range of responsibilities within the school. For example, they write notices to remind adults to switch off computer monitors when not in use and exhort each other to keep the noise down at lunch in the hall. The school's family atmosphere and the excellent relationships between staff and pupils also help to explain why parents and carers hold the school in high esteem.

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

**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

- Raise attainment in reading, writing and mathematics by:
  - eradicating disparities in the quality of teaching and ensuring that the teaching in all lessons emulates the good and excellent teaching practice which is already evident in many lessons
  - raising teachers' expectations so that the teaching presents a consistently higher level of challenge than at present for all pupils, and especially the more able
  - encouraging teachers to diverge from their planning in order to extend pupils' learning whenever it is evident that a group of pupils has achieved its learning objectives and there is time left to start new work
  - ensuring that pupils respond to the helpful comments made by teachers when marking their work so that they learn from their mistakes.

**Outcomes for individuals and groups of pupils****2**

The school's half-termly tracking of pupils' progress shows that the overall rate of progress is good. This is particularly so for the above average proportion of pupils with special educational needs. These pupils receive good additional support from their teachers, teaching assistants and other helpers. The progress of the more able pupils, while still good, is not quite as rapid, and the proportion of pupils attaining above the expected level for their age is below average. Attainment in reading has been lower than in writing, but a concerted effort to improve this aspect of pupils' work, and to encourage more parents to read with their children at home, has brought a significant improvement this year.

Pupils greatly enjoy their learning. In many lessons, pupils give rapt attention to their teachers, work enthusiastically with a partner or in a small group and try hard with the tasks they are given. Displays around the school provide evidence of good-quality work in art and an enthusiastic approach to topic work which, this term, has centred round an investigation of buildings. The level of attendance is average, because the absence rate is influenced by the higher incidence of childhood illness for this young age group compared with older pupils. This certainly does not reflect a lack of effort on the school's part to promote good attendance or the pupils' desire to come to school.

Pupils make good progress in their spiritual, moral, social and cultural development, nowhere more so than in the Reception classes, where children develop very quickly into well-behaved and cooperative youngsters. Plenty of opportunities are provided to continue the development of social responsibility as they move through the school, a particularly good example being the way the children willingly serve out the food and clear away at lunchtime. Pupils are fully aware of the health reasons behind the restrictions on the types of food they are allowed to consume at school, and many choose to participate in the good range of extra-curricular physical activity which the school provides.

**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

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

At its best, the teaching is imaginative, exciting, fast-paced and challenging. In one lesson, for example, the enactment of a journey on a magical carpet to a special place stimulated some incredulity, but stirred the imagination of pupils in Year 1 who were keen to set down their ideas in writing. A few lessons, however, lack pace and purpose, and not enough is done to ensure that all pupils, particularly the more able, are sufficiently challenged. Good collaboration between teachers results in thorough planning of lessons and different work is provided for the varying ability groups within each class. However, teachers are sometimes reluctant to diverge from their planning to provide more stretching work if pupils finish a task quickly or show that they have grasped the concepts being taught. In these situations, pupils end up doing more of the same tasks rather than moving on to new learning. Pupils' work is marked thoroughly and teachers often provide helpful analytical comments. However, they do not build in enough opportunities for pupils to go back over their work, to respond to the comments made and consolidate their understanding by learning from their mistakes.

Pupils' writing skills are increasingly being developed through a cross-curricular

<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.

**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

approach to the teaching of subjects such as history, geography and science, and the school has aspirations to develop and strengthen this approach further. The establishment of the school council and the ECO committee, a comprehensive programme of personal, social and health education, collaboration with other schools and organisations, and opportunities to contribute to community events such as the Emscote Fun Day, all enliven the curriculum and contribute well to pupils' personal development. The range of visits, visitors, special activity days and extra-curricular clubs for the pupils is impressive and one of the main factors contributing to their enjoyment of school.

The hugely attractive outdoor area with its screening, shelters, composting area and recent planting of fruit trees reflects the level of care provided in all aspects of the school's work. Staff know the pupils very well and provide a great deal of support for all who need it, particularly the more vulnerable pupils. Extensive links with external agencies ensure that specialist support is provided for pupils and their families when required.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

'Emscote Infant School is an exciting and inspirational place to work. The staff here work so well together as a team, supporting, advising and consistently working together to ensure the best for our children. We are constantly striving to improve.' This quote from a questionnaire returned by one of the staff reflects how successful the school's senior leaders have been in uniting the staff into a close-knit team and developing a culture in which staff are willing to try new ideas and are intent on bringing about improvement. Rigorous monitoring of pupils' progress has been a crucial factor in raising staff's awareness of pupils' performance. As a result, the school's senior management team has very clear ideas not only about what needs to improve, but how this will be achieved. A new structure for the management of curriculum areas is in its infancy, but indicates that the school is constantly trying out new ways to bring improvement. Governors are very supportive of the school and are developing well their involvement in determining priorities for improvement and monitoring progress.

Concern for the individual pupil is evident at every level, and ensures that equal opportunities are promoted well. For example, in their efforts to improve standards in reading, the school ensures one-to-one reading sessions with a volunteer or a teaching

**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

assistant for any child who does not have the opportunity to read to an adult at home. The progress of each pupil is reviewed regularly, and booster classes are provided where need is identified. Checks on the appointment of new staff, recent training in child protection procedures for all staff, first aid arrangements and secure buildings and grounds indicate that safeguarding procedures are thorough.

There is very good collaboration with partner schools, local organisations and the neighbouring church so that the school is seen as an integral and important focal point for the local community. There are good opportunities for pupils to develop their understanding of cultural and religious diversity through visitors to the school, visits to different places of worship and links with a school in Sierra Leone.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Children receive a very good start to their school life in the Reception classes. The staff provide a stimulating environment and a wide range of enriching activities which the children really enjoy. The current dinosaur topic, for example, provides an interesting and exciting vehicle for children's learning in many areas. The outdoor environment is highly attractive and is used well to promote children's social and physical development, but is not yet used as fully as it could be for the development of children's understanding in other areas of learning.

The teaching in both Reception classes is consistently good, and some of the teaching is outstanding. Planning and assessment systems are thorough, and activities are adapted to meet the needs of individuals so that all children are catered for well. As a result,



**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

children of all abilities make good progress and achieve well. Many start with skills which are significantly below those expected for their age in their personal, social and emotional development and in communication, language and literacy. Attainment improves significantly during the Reception year, but in recent years has still been below the expected levels by the time children start Year 1.

The Early Years Foundation Stage is led and managed well. Adults work together very well as a team, and teaching assistants and other adult helpers make an important contribution to children's progress. New initiatives to develop children's handwriting and reading skills have introduced a much greater level of challenge this year, and current indications are that children will enter Year 1 much better prepared than in previous years. Children's social skills are already well developed and the children's behaviour observed during the inspection was exemplary.

*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

Informal conversations with parents and carers at the start of the school day, and responses from almost a third of the parents to the parental questionnaire, indicate overwhelmingly that parents and carers are very pleased with the education provided at Emscote Infant School. They particularly appreciate the quality of the teaching and the way the school helps them to support their children's learning. They are convinced that the school provides a safe and caring environment for their children, and all respondents say that their children enjoy coming to school. The views of the inspection team endorse this positive picture of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Emscote 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	76	12	24	0	0	0	0
The school keeps my child safe	40	80	10	20	0	0	0	0
The school informs me about my child's progress	32	64	17	34	1	2	0	0
My child is making enough progress at this school	32	64	18	36	0	0	0	0
The teaching is good at this school	38	76	12	24	0	0	0	0
The school helps me to support my child's learning	37	74	12	24	0	0	0	0
The school helps my child to have a healthy lifestyle	31	62	19	38	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)	21	42	23	46	0	0	0	0
The school meets my child's particular needs	27	54	23	46	0	0	0	0
The school deals effectively with unacceptable behaviour	23	46	21	42	1	2	0	0
The school takes account of my suggestions and concerns	24	48	25	50	0	0	0	0
The school is led and managed effectively	34	68	16	32	0	0	0	0
Overall, I am happy with my child's experience at this school	38	76	12	24	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"><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 pupils 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.**



17 March 2010

Dear Children

Inspection of Emscote Infant School, Warwick, CV34 5NH

My colleagues and I really enjoyed coming to your school to find out how well you are doing. As soon as we stepped through the front door we knew we would find lots of exciting things happening - and we were not disappointed. Many of you told us that Emscote is a good school - and we agree with you. These are the main things we found out about your school.

You are all making good progress in literacy and numeracy and in your learning in other subjects.

You are polite and well-behaved, you listen well in class, and your behaviour in assembly is excellent.

You do a lot to help around the school. We were particularly impressed with the work of the ECO helpers and the lunchtime servers.

You receive good teaching from your class teachers and much support from the teaching assistants and other adults who help in the school.

There are always interesting things happening in school, and the various clubs, visitors and school trips help you to really enjoy coming to school.

The staff provide you with a caring and safe environment which helps you to feel safe and know there is always someone to help you if needed.

Your headteacher and deputy headteacher work hard to ensure that the school runs smoothly and that it is constantly improving.

Even though you are learning well, we think you could reach even higher standards in reading and writing if your teachers challenged you a bit more and ensured that you took time to learn from your mistakes before moving on to new work.

It was lovely coming to such a happy school. Thank you for taking the time to talk with us when we were with you. I hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future.

Yours sincerely

Graham Sims

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**