

Abbots Farm Infant School

Inspection report

Unique Reference Number	125573
Local Authority	Warwickshire
Inspection number	340795
Inspection dates	18–19 March 2010
Reporting inspector	Helen Morrison

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Sharon Chapell
Headteacher	Linda Teague
Date of previous school inspection	12 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons, during which they observed seven teachers. They spent over half of their time in school looking at learning. Inspectors held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation including pupils' work, data on pupils' achievement including their current progress, documents about safeguarding, and plans for improvement and records of the school's own monitoring of its performance. They also analysed 45 questionnaires that were returned by parents and carers.

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

- the impact of actions taken by the school to raise boys' achievement
- how well teaching and the curriculum accelerates pupils' progress, particularly in mathematics and in Year 1
- the accuracy and effectiveness of assessment and target setting and its impact on the progress of pupils with special educational needs and/or disabilities and the potentially higher achievers
- how well the school promotes pupils' understanding of diversity in the United Kingdom.

Information about the school

This is a smaller than average infant school on the outskirts of Rugby where most pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities is increasing but is currently below average. There are more boys than girls, particularly in the older classes.

Children in the Early Years Foundation Stage are taught in a large room with continuous access to outdoor play areas. Children in the smaller Year 1 class learn with Reception children in the afternoons.

Independently managed, before and after school, care for pupils operates daily. This is subject to a separate inspection and report.

The school has gained the Healthy Schools' award.

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

Abbots Farm Infants is a good school where children enjoy learning and, as a result of good teaching, make good progress. Pupils are keen to come to school and look forward to learning each day. The curriculum is exciting and captures their interest and imagination; activities are well-chosen and engaging. One pupil, proudly wearing a hard hat while building a wall of plastic bricks in the outdoor area, said 'learning is fun here.' Careful attention is paid to the development of literacy and numeracy skills and pupils enjoy working in pairs and groups to solve problems. A focus on speaking and listening, through topics that interest boys, is helping to improve their writing. This has resulted in a gradual closing of the gap in standards between girls and boys: but there is still more to do. The number of higher attaining pupils reaching the standards of which they are capable is also rising because teachers plan more challenging work for them. However, this is not yet consistent in all lessons.

The school is caring and welcoming and this, together with good safeguarding procedures, ensures that pupils are safe. Those with special educational needs and/or disabilities are particularly well supported, such as in a Year 1 lesson where actions are used to reinforce teaching in literacy. Carefully structured activities and good adult intervention ensure every pupil makes good progress. Parents are encouraged to be involved in their children's learning for example they contribute 'magic moments' to Reception children's learning journey books. They are frequently welcomed into school to participate in innovative events such as the recent mothers' day lunch and are given good information to help them support their children's progress towards challenging targets.

Pupils have a good sense of belonging, to the school and local community. They learn to be tolerant and care for one another and are eager to take on responsibilities, such as acting as playground friends or membership of the school council. Behaviour observed during the inspection was consistently good. All staff work together so that pupils feel safe in school and become well-rounded individuals who are prepared well for the next stage of their education and later life. Pupils consider the experiences of others, but the school recognises that it provides only limited opportunities for them to learn about the lives of other people in the United Kingdom.

The drive and ambition of the headteacher and senior leadership team has brought about good improvement since the last inspection, particularly in the quality of teaching which is now good. All staff work within one of three teaching and learning teams which, led by the senior leadership team, discuss, implement and monitor new initiatives for raising attainment and improving progress. This, together with rigorous analysis of data and tracking of pupils' progress, is proving very successful in securing accurate

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self-evaluation and setting correct priorities. As a result the school demonstrates good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and improve progress by:
 - ensuring that more able pupils are fully challenged in lessons so that they reach the high standards of which they are capable
 - continuing to embed strategies to improve boys' writing.
- Improve the effectiveness with which the school promotes community cohesion by implementing plans to extend pupils' understanding of diversity in the United Kingdom.

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

Children join the Reception class with knowledge, skills and understanding that are as expected for their age. In the past they have made satisfactory progress and started Year 1 with average standards. Reception children now make good progress as a result of good teaching and a lively curriculum based on practical activities that emphasise speaking and listening. Older pupils' work in lessons confirms that the quality of learning is good in all year groups, and as a result standards in Year 2 are consistently well above those expected for pupils of their age. For example, in mathematics pupils demonstrated good understanding of how to solve complex problems. Boys' learning has improved considerably as a result of actions taken by the school though they still do less well than girls, particularly in writing. Inspectors' observations show that some potentially higher achievers do not always achieve as well as they could; although pupils with special educational needs and/or disabilities make good progress because the school is quick to identify their individual needs and provide personalised support in lessons.

Pupils are polite and very welcoming to visitors. They say that the rare instances of bullying and rough play are dealt with promptly and effectively. Pupils know they will be listened to if they approach an adult with a concern and as a result they feel safe in school. They have a good understanding of right and wrong. For example in one lunchtime conversation a small group of boys talked with a friend in a calm and mature way about why his behaviour was unacceptable and helped him to work out how to put things right.

Pupils make a good contribution to the local community through activities such as bulb planting and links with their local cluster of schools and they raise money for local and international charities. They have a good understanding of the importance of healthy lifestyles and make healthy choices at lunchtimes. Pupils benefit from participation in a number of sporting opportunities such as the recent agility day and a wide range of well-supported after school clubs. Children enjoy learning because of the well-planned curriculum, based on interesting, practical experiences. This in turn encourages good

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attendance that is now above average.

While pupils' spiritual, moral, social and cultural awareness is good overall more could be done to develop their understanding of other cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and use a rich variety of resources including interactive whiteboards to plan exciting lessons that are tailored to pupils' interests and needs.

Teaching assistants and teachers work well together as a team. Tasks are well matched to pupils' needs although sometimes more able pupils do not make fast enough progress. Even the youngest children are encouraged to work independently and opportunities to share their thinking with 'talk partners' further develop their confidence as they move through the school. The structured programme for teaching letters and sounds provides a very effective basis for the development of pupils' reading and writing skills. Pupils are clear about what they are learning and how well they have done. Marking helps pupils know how they can improve their work.

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 enjoy a range of experiences in the arts and benefit from specialist music teaching in Year 1. They talk with evident enthusiasm and enjoyment about the good variety of after school clubs such as those for football, drumming and French. Pupils also benefit from direct experiences such as those provided by visits and visitors. One boy spoke with deep feeling about his experience of Victorian life on a recent visit and, following some work on people who help us, in a class assembly Reception children role play their understanding of the work of doctors. As one pupil said, 'we get to learn lots.' The quality of care, guidance and support is good. As one parent said 'the staff are friendly and take time to listen and greet the children every day.' The school works well with a range of agencies to support pupils, especially those whose circumstances make them vulnerable, so that they are helped to achieve well. Good induction procedures ensure that children know what school will be like before they start so they settle in quickly. Pupils in Year 2 are prepared satisfactorily for their move to junior school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leaders provide effective leadership with a clear focus on helping children to become lifelong learners and responsible, caring adults. This ambition has been communicated well to all staff by the teaching and learning teams that lead on aspects of school improvement. As a result the school has improved significantly since the last inspection. Governors are knowledgeable and discharge their responsibilities rigorously. They are supportive of the school but at the same time they monitor its work rigorously, constantly challenging it to improve further.

The school's high level of commitment to promoting equality and tackling discrimination is clearly demonstrated by the way in which the progress of different groups of pupils is been analysed and acted upon. Initiatives to improve boys' achievement have resulted in significant improvement, though the school is aware that there is more to be done to raise boys' attainment in writing and to ensure that the most able pupils achieve well. Safeguarding procedures fully comply with statutory requirements and ensure that pupils are safe and secure in school.

Good partnership with parents and carers ensures that they are well informed about the work their children do and the progress they make and the school is extending its family links to include grandparents. The school makes effective use of partnerships with the local community to benefit pupils' learning. These links and those being developed with

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other countries are good examples of ways in which the school promotes community cohesion at both a local and international level. However, school leaders know that pupils' knowledge and understanding of the different cultures and beliefs elsewhere in the United Kingdom are less strong.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy a rich, stimulating environment, including a well-used outdoor learning area and a large conservatory. Teachers plan activities that build on children's curiosity so they quickly become absorbed in their learning and are encouraged to become independent. Speaking and listening are very well promoted in group work such as when children recalled their celebration of Chinese new year. There is a good balance between activities led by adults and those chosen by children; adults are skilled in knowing when to intervene and ask questions to extend children's thinking. The curriculum is carefully planned around half termly themes with an appropriate emphasis on the development of literacy and numeracy skills. There is a strong commitment to helping parents and carers to support children's learning. As a result children, who are monitored very carefully, achieve well.

The Early Years Foundation Stage is well led and managed by an experienced, knowledgeable practitioner. Procedures are in place to ensure that children are safeguarded well.

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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

The overwhelming majority of parents' comments and questionnaire responses show they are very happy with all that the school offers especially the welcome it gives to pupils and parents. Inspectors agree with their views.

A very small minority of parents and carers are concerned about behaviour. However, during the course of the inspection behaviour was good and the school has effective strategies for managing boisterous behaviour should it occur. In addition a few parents felt that their suggestions and concerns were not taken into account. Inspectors spoke personally to a number of parents who were all very satisfied that they were listened to and well informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Abbots Farm 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	71	12	27	1	2	0	0
The school keeps my child safe	32	73	12	27	0	0	0	0
The school informs me about my child's progress	30	67	15	33	0	0	0	0
My child is making enough progress at this school	32	71	12	27	1	2	0	0
The teaching is good at this school	34	76	11	24	0	0	0	0
The school helps me to support my child's learning	29	64	15	33	1	2	0	0
The school helps my child to have a healthy lifestyle	28	62	17	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	48	19	43	0	0	0	0
The school meets my child's particular needs	26	58	18	40	1	2	0	0
The school deals effectively with unacceptable behaviour	21	47	19	42	2	4	1	2
The school takes account of my suggestions and concerns	22	49	20	44	3	7	0	0
The school is led and managed effectively	23	51	20	44	2	4	0	0
Overall, I am happy with my child's experience at this school	34	76	10	22	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 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.



Monday 22 March 2010

Dear Pupils

Inspection of Abbots Farm Infant School, CV21 4AP

Thank you for welcoming us to your school and showing us what you are learning. We really enjoyed talking to you and sharing your lessons and we agree with you that your school is good.

Because you were so friendly, polite and helpful we learned quite a lot about your school. Here are some of the things we found.

The children in Reception get a good start to their school life.

The headteacher and senior staff lead the school very well.

The teachers and teaching assistants work hard to make lessons exciting, interesting and fun and provide you with lots of visits, clubs and activities.

You all get on well together and care for one another.

You know a lot about how to keep healthy.

Teachers care for you and look after you and so you feel safe.

Those of you who find work difficult are given lots of support so you too make good progress.

To make things even better we have asked all the adults in your school to:

- make sure that boys keep improving their writing skills and that those of you who find work easy always have challenging work to do
- help you learn more about the different ways of life of people who live in the United Kingdom.

All the adults in your school want you to do your very best. Please keep working hard!

Yours sincerely

Helen Morrison

Lead inspector

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