

Market Drayton Infant School

Inspection report

Unique Reference Number	123382
Local Authority	Shropshire
Inspection number	380648
Inspection dates	12–13 October 2011
Reporting inspector	Deborah Udakis HMI

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	2–7
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	Stephen Boughey
Headteacher	Samantha Scott
Date of previous school inspection	26 February 2009
School address	Longslow Road Market Drayton TF9 3BA
Telephone number	01630 652909
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Registered childcare provision Longslow Ladybird Playgroup - EY303776

Number of children on roll in the registered childcare provision 36
Date of last inspection of registered childcare provision 1 July 2008

Age group	3–7
Inspection date(s)	12–13 October 2011
Inspection number	380648

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Thirteen lessons, taught by 12 teachers, were observed. Meetings were held with parents and carers, groups of pupils, members of the governing body, and staff. Inspectors observed the school's work, and looked at pupils' work, their assessment and progress data. The team also scrutinised the school's policies and procedures, and its safeguarding arrangements. Inspectors received a total of 121 parental questionnaires and 24 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent has the school addressed the areas for improvement identified at the previous inspection?
- Are all pupils making sufficient progress and attaining highly enough?
- Are the quality of teaching and use of assessment effective in ensuring that all pupils, particularly boys, make as much progress as they can, particularly in writing?

Information about the school

This school is larger than the average-sized infant school. Almost all pupils are of White British origin but a small proportion represents a diverse range of other mainly White ethnic heritages. A small number of these pupils speak English as an additional language and a few are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is average. These pupils' needs cover a wide range, but are mainly in the categories of speech and language; social, emotional and behavioural difficulties; and moderate learning difficulties.

Children start in the Nursery class of the Early Years Foundation Stage at the age of three. The school also manages its own playgroup Longslow Ladybirds Playgroup, on site. The playgroup now operates on a daily basis with the Nursery class; the Playgroup and Nursery together form the early years provision prior to Reception class. The Early Years Foundation Stage was inspected as part of this inspection.

The school has received a number of recent awards including the Basic Skills Quality mark; the National Literacy Trust Reading Connect school status (2010); and the Special Educational Needs Quality Mark (Silver) 2011.

An independent children's centre that serves the local community is located on the school site. This is inspected and reported upon 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

2

Main findings

This is a satisfactory school and it is improving. Under the effective and ambitious leadership and management of the headteacher, ably supported by the senior leadership team, the school has addressed the areas for development from the last inspection. For instance, significant improvements have been made to the quality of pupils' learning experiences and their well-being. The school's capacity for securing further improvements is good.

Pupils make satisfactory progress over time from their individual starting points. However, pupils with special educational needs and/or disabilities, in particular those who receive targeted support, make better progress overall because of the positive early interventions and the good support they receive in lessons. Recent improvements to the quality of teaching and the exciting and extensive range of activities available to all pupils within the curriculum mean that more pupils are now making better progress in lessons. Nonetheless, this improved provision has not been in place long enough to have had an impact on the outcomes for pupils assessed at the end of Year 2 in the summer of 2011.

The school's self-evaluation accurately identifies most of the school's weaknesses, though it overestimates the achievement of pupils. The governing body makes a strong contribution to the work of the school and takes its responsibilities for holding the school to account very seriously. It successfully ensures that school policies, systems and procedures are carefully checked for compliance and individually they take an active role in specific aspects of the school's duties. The monitoring and evaluation activities carried out by senior and middle leaders are rigorous and have focused on securing improved teaching.

The effectiveness of provision in the Early Years Foundation Stage is variable and satisfactory overall. The good quality teaching observed in some lessons and activities is not consistent across the setting. Children start with skills below expected levels and most make satisfactory progress by the end of the Early Years Foundation Stage. However, this level of progress does not ensure that all children begin Year 1 with expected skills.

There are two outstanding features of the school worthy of specific mention. The outstanding promotion of good health has ensured that pupils have a depth of understanding and speak convincingly to others about health related matters. The second is in respect to the strong commitment of the school to support families and

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actively encourage their involvement in the life of the school. Through invaluable events such as 'Learning and Lunch' sessions, curriculum workshops for parents and carers, and 'Family Literacy and Numeracy' courses, the school is successfully equipping parents and carers with skills to support their children's learning at home. The excellent relationships forged between the school and families ensure that parents and carers willingly engage in childrens' education. One parent summed up her feelings about the school: 'My child loves coming to the school. She can't wait to get here. The children are friendly, extremely polite. I can't praise it enough.'

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.

What does the school need to do to improve further?

- Increase the proportion of good teaching to 90% by July 2012 by ensuring that improvement planning identifies clear measurable outcomes of pupils' learning with checks at regular intervals to monitor success.
- Improve the provision in the Early Years Foundation Stage by planning and organising systems to ensure that every child receives an enjoyable and challenging learning and development experience to help build a secure foundation for learning throughout their school years.

Outcomes for individuals and groups of pupils

3

Most children start Year 1 with attainment broadly in line with expected levels. They then go on to make largely satisfactory progress at the end of Year 2. Inspectors observed high levels of pupils' engagement, enthusiasm and enjoyment in learning where teaching was most effective. There are pockets of good progress by some pupils: pupils who receive additional support and pupils in receipt of free school meals perform well in their reading. However, the school's own data shows too few pupils make this level of progress to justify a higher inspection grade. Boys' achievement is satisfactory overall. They do slightly less well in their writing but perform better than girls in mathematics.

Pupils work hard in lessons and are willing learners. For instance, in a Year 1 mathematics lesson the activity was equally exciting for boys and girls. Pupils sustained high levels of concentration and the quality of independent learning was impressive. Pupils are polite, friendly and courteous; their behaviour is consistently good. The use of learning partners in lessons not only helps pupils in their learning but also supports the development of supportive and trusting relationships within the school. Pupils relish the opportunities available to take on additional responsibilities, for instance, as peer supporters, lunchtime helpers and as members of the school council. Pupils are proud of their school and their involvement in the community

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where they have a good reputation.

Through the wide range of thrilling, inspiring and thought-provoking activities included in the curriculum, boys are successfully encouraged in their writing across subjects and standards are rising. For instance, in Year 1 the pupils explored the story of ‘Jacob’ and his life in an African village. The activities prepared around the story helped them to develop a sense of empathy that the pupils were able to include in their writing.

Outstanding healthy lifestyles initiatives help pupils develop an excellent understanding of how to stay safe and lead a healthy lifestyle. This increased understanding is demonstrated by the increased take up of school lunches. The school values the safety and well-being of its pupils. Pupils say they feel safe in school and that adults look after them. There are good opportunities for pupils’ calm reflection during cultural festivals and celebrations; music and choir sessions and assemblies. Their spiritual, moral and cultural development is positively nurtured. Consequently, they have an appropriate sense of shared values as they adhere to school rules and expectations. Pupils’ attendance is average. The school engages positively with parents and carers to promote consistent attendance.

These are the grades for pupils’ outcomes

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	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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?

Joint observations with the headteacher confirm that the school’s overall judgement that the quality of teaching has improved is accurate. Teachers and teaching

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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assistants endeavour to make learning in lessons fun. They have good subject knowledge and provide pupils with clear and precise explanations and directions.

The school tracks pupils’ progress systematically as they move through the school. While this information is used satisfactorily to set targets for individual pupils and identify those at risk of not making expected gains in their learning, this practice is not sufficiently well established to secure good outcomes for most pupils. Staff do not have a clear enough view of the school’s work to guide challenging target setting and ensure that pupils make sustained improvement.

The strength of the curriculum is in the way it excites pupils’ imagination. The richness of the curriculum contributes well to pupils’ progress in lessons. Many strong and effective partnerships have been forged with the police, local schools, the local authority, adult learning services, and local commerce and business. A significant strength is that partnerships with the Adult Learning Services through which a high proportion of parents and carers develop skills in English and mathematics and thereby become better equipped to support their children’s learning at home. The school takes on a leading role in curriculum development throughout the local authority and seeks to support other schools and providers of education. Extra-curricular activities strongly promote pupils’ physical well-being and include Valour Ju Jitsu, Street Dance, ‘Reading 4 Fun’, and Stoke City Multi Sports Coaching. One pupil who attends Musical Theatre after school said: ‘I just love to dance and sing and I couldn’t do them if my teachers didn’t let me do them with my friends in the hall. I think they’re really kind.’

The school provides a warm, caring and nurturing learning environment which supports all groups of pupils. All pupils receive good quality care, guidance and support. Successful targeted support is provided for pupils made vulnerable by their circumstances.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Significant improvements have been made within the school under the effective strong leadership of the headteacher and with the support of the committed senior leadership team. The governing body is actively involved in all aspects of the school’s governance and hold the school to account well. Members of the governing body take the role of challenging and assessing the work of the school seriously and have

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high aspirations for pupils and their families. Leaders and managers at all levels share commitment, vision and ambition for the school and this is reflected in the positive range of activities and learning opportunities available for all pupils. Leaders and managers have strengthened the schools systems to monitor teaching and pupils learning. This is now effective and involves all staff led by senior leaders and lead and specialist teachers in evaluating the school’s performance. However, these improvements have yet to be reflected in pupils’ progress at the end of Year 2.

Joint lesson observations during the inspection show that the school correctly identifies what works well in lessons. Monitoring at all levels is improving the quality of teaching. Comprehensive and detailed action plans designed to support individual teachers and inform the planning of bespoke professional development. This is having a positive impact on extending teachers’ skills and professional knowledge.

Strong links with key partners are reaping significant benefits for pupils and their families. For instance, the school plays a pivotal role in multi-agency working and its close links with neighbouring schools. Partnership activities support the school’s provision of value for money. The school has received awards and has been recognised for its effective work with partners.

There is a strong sense of belonging within the school held by staff, children and parents and carers. The vast majority of parents and carers who made their views known hold the school in very high regard and partnerships with parents and carers is a particular strength of the school. The involvement of fathers and male carers in the school has been particularly successful with initiatives such as ‘bring a man to school’. Leaders and managers at all levels work hard to eliminate discrimination and ensure equality of opportunity for all. Pupils are respectful of others and successfully understand how to treat others regardless of their faiths, cultures and disabilities. This positively affects the way all pupils relate to one another. The school challenges discrimination and ensures all pupils are able to access the wider curriculum by providing additional funding sources for after school activities.

The school is proactive in promoting community cohesion with pupils, parents and carers, and the local community. Recently pupils took a leading role in the development of the local Town Plan. Pupils were consulted and their views and opinions sought on a range of issues regarding local amenities and what they would like to see in their community. The local community police officer provides invaluable support to pupils within the school.

Safeguarding arrangements within the school are good. The school operates a thorough safe recruitment system; all staff receive an induction in safeguarding and attend regular safeguarding training.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and

2

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

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driving improvement 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	1
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

When children start Nursery their skills tend to be below those expected for their age. They make satisfactory progress because staff have a sound understanding of how young children develop and learn. They work closely together to ensure that the children make satisfactory progress. Teachers make appropriate use of data to plan children’s next steps in learning. The school is beginning to use tracking information to identify areas of learning where there is underachievement. By the time they leave Reception, most are working securely within their early learning goals. They form good relationships with each other and with adults.

The quality of teaching within the Early Years Foundation Stage is not consistent. During a good literacy lesson in the Reception class, children were actively and positively engaged throughout the session. The classroom provides a language rich environment with the effective use of labels and displays of children writing. Children showed a very good understanding of letters and sounds and were seen to use them to make three and four letter words, including elements of independent learning. Teachers take time to observe and record children’s achievements in individual learning journals, using this information to plan activities tailored to children’s varying needs and abilities. However, some of the activities provided for children to explore without adult direction are uninspiring and fail to stimulate their curiosity, encourage experimentation and promote independent learning. Children’s individual needs are well met as a result of the effective communication with parents and carers initiated in the Nursery.

Satisfactory leadership in the Early Years Foundation Stage has led to some improvement in certain aspects of provision during the past year. The school knows where further improvements can be made. Strong links are developing with parents and carers, and children are happy within the setting. They are well-behaved and settle quickly.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire are supportive of the school and hold the work of the headteacher and teachers in high regard. These views were confirmed by the parents and carers met during the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Market Drayton 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	60	48	39	0	0	0	0
The school keeps my child safe	80	66	41	34	1	1	0	0
The school informs me about my child’s progress	46	38	65	53	10	8	0	0
My child is making enough progress at this school	54	45	63	52	4	3	0	0
The teaching is good at this school	62	51	57	47	2	2	0	0
The school helps me to support my child’s learning	51	42	65	53	4	3	0	0
The school helps my child to have a healthy lifestyle	54	44	62	51	3	2	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)	48	40	63	53	4	3	0	0
The school meets my child’s particular needs	53	43	67	55	2	2	0	0
The school deals effectively with unacceptable behaviour	42	38	64	58	3	3	1	1
The school takes account of my suggestions and concerns	44	36	63	52	7	6	2	2
The school is led and managed effectively	61	50	58	48	2	2	0	0
Overall, I am happy with my child’s experience at this school	68	52	60	46	1	1	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 October 2011

Dear Pupils

Inspection of Market Drayton Infant School, Market Drayton TF9 3BA

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days at Market Drayton Infant School. We were impressed with your good behaviour throughout the school. Thank you all for being so kind, friendly and helpful. I thought you would like to know what we found out.

After watching all of you learning in lessons, looking at your work and talking to staff, we decided that you are receiving a satisfactory education. The good things about your school are that teaching is good overall, the headteacher and the staff are very committed to the success of the school and want you to make good progress. You feel safe and the kind and caring nature of the school helps you to make good friendships with each other. Your school is well-maintained and welcoming. The Nursery and Reception classes provide appropriate care and learning and help children to prepare for school.

We have asked the school to make sure that every one of you makes good progress and learns as much as you can. We have asked the senior leaders to ensure that:

- teaching helps you to make consistently good progress across all year groups by making sure that teaching is consistently good
- the teaching in the Early Years Foundation Stage provides you with good opportunities to develop your learning and lead to good progress.

Your headteacher, teachers and the governing body are working well to make the school even better. You can all help too, by working hard in every lesson and by taking great pride in all of your work. I wish you all every success in the future.

Yours sincerely

Deborah Udakis
Her Majesty's Inspector

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