

Bilton Infant School

Inspection report

Unique reference number	125579
Local authority	Warwickshire
Inspection number	381093
Inspection dates	25–26 June 2012
Lead inspector	Keith Sadler

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	180
Appropriate authority	The governing body
Chair	Margaret Luthert
Headteacher	Sharon Harris
Date of previous school inspection	21 February 2007
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Introduction

Inspection team

Keith Sadler

Additional Inspector

Helen Prince

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 14 lessons led by nine different teachers or practitioners, totalling approximately seven hours of observation. They held meetings with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; the school improvement plan; leaders' monitoring records; and pupils' work. The questionnaires completed by 81 parents and carers, together with others from staff, were analysed and their responses taken into account.

Information about the school

Bilton is a smaller than average-sized school. Most pupils are of White British heritage and there are a few from a range of other backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is double the national average. The school has specially resourced provision for pupils with special educational needs. This is the designated speech and language unit (DSL) which is for up to 10 pupils. Currently there are seven on roll. The school has gained Healthy School and Eco School status.

The school provides breakfast and after-school care. This is not managed by the governing body and is subject to a separate inspection. A pre-school, *Humpty Dumpty*, is also accommodated on the school site. This, too, is separately managed and inspected.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Bilton is a good infant school. While the Early Years Foundation Stage is outstanding, the school is not yet outstanding overall because although almost all teaching in Years 1 and 2 is good, the proportion of outstanding teaching is not as high as in the Reception year. In consequence, achievement is good rather than outstanding.
- Children make outstanding progress in the Reception classes because provision is of high quality. They enter Year 1 with above average skills and make good progress, including in the DSLU. By the time they leave, pupils' attainment is significantly above average in reading, writing and mathematics. The application of pupils' good phonic skills in their writing is insufficiently strong particularly for middle ability pupils.
- Almost all teaching is good and, in the Reception classes, it is consistently outstanding. Teachers manage pupils well and, in consequence, classrooms have a calm and purposeful atmosphere. Disabled pupils and those with special educational needs, including pupils in the DSLU, are taught well. Teachers' use of information and communication technology (ICT) is not sufficiently imaginative because they do not always make use of the resources available to them. Occasionally, teachers spend too long introducing lessons and this slows the pace of learning.
- Behaviour is consistently good. Pupils' positive attitudes to learning and each other ensure that they enjoy learning and playing together. Attendance is high and punctuality is good. Pupils feel safe and are confident to turn to adults for help.
- Leadership and management are good. The leadership and management of the headteacher are outstanding. She is supported well by all the staff who work closely together as a team. Effective monitoring of the quality of provision and pupils' progress which, when linked to the effective performance management

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processes, ensure that tailored training is provided to improve the quality of teaching and learning.

What does the school need to do to improve further?

- By September 2013, lift the quality of teaching and learning in Years 1 and 2 so that much of the teaching is outstanding by ensuring that :
 - teachers' introductions to lessons are sufficiently brisk so that the pace of learning does not dip
 - middle ability pupils consistently apply their good phonic knowledge to aid their writing
 - staff make more creative use of ICT, particularly interactive whiteboards, in their teaching.

Main report

Achievement of pupils

Achievement is good. Pupils thoroughly enjoy their learning and all groups achieve well. As one Year 2 pupil said, 'We like to find out that we are really good at doing things'. Apart from the current year when skills on entry to Reception have been low, for the past few years, children have entered the school with skills and abilities broadly at expected levels. They make outstanding progress in the Reception classes because of the highly stimulating environment and the very careful attention that is paid to each child's needs. For example, a group of children learnt exceptionally well about floating and sinking when they made and tested small pirate ships from found materials. The practitioner focused particularly well on extending the children's thinking by asking questions that demanded extended answers using the correct vocabulary. Because provision is strong and teaching is outstanding, almost all children enter Year 1 with above expected skills and ability.

Pupils achieve well in Years 1 and 2. In consequence, attainment is significantly above average in reading, writing and mathematics. Both girls and boys achieve well because activities are carefully chosen to interest and engage all the pupils. Disabled pupils and those who have special educational needs are given very good support with the result that they too make good progress in reading, writing and mathematics. Pupils in the DSLU achieve well particularly in their literacy skills. This is the result of well-tailored programmes to meet their needs. As one parent of a child in the DSLU said, 'Our daughter has developed excellently to the extent that she is able to match her peer group in literacy and numeracy and no longer requires support next year'.

Pupils achieve well in reading because there is a systematic and well-coordinated approach with work being progressively more difficult as pupils move up the school. In Reception, children learn letters and sounds well and they enjoy using these skills

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when attempting their writing. In Years 1 and 2, pupils' reading skills are aided by their good levels of phonic knowledge. Even so, there are occasional inaccuracies in pupils' writing, particularly for middle ability pupils. This occurs when they attempt to spell words. This is because a few do not always select the correct spelling patterns and use their knowledge of phonics and the 'tricky words' they have learned. By the time that they reach Year 2, most pupils read well and more able pupils enjoy discussing their favourite authors, such as Roald Dahl, and they are able to explain their preferences. As one Year 2 girl said, 'I want to read the whole book in one day because he is quite scary, funny and happy in every chapter'. Inspection findings confirm the views of the very large majority of parents and carers who say that they are pleased with the progress that their children make.

Quality of teaching

Teaching is outstanding in the Reception year. Staff rightly place the children's welfare at the heart of their provision and, hence, ensure that their progress is particularly strong in their social and emotional development. The staff know each child's needs well and their careful assessments are used exceptionally well to provide interesting and engaging activities. For example, the children were captivated as a class teacher used a pirate puppet, Cap'n Pat, who could not read or write. This enthused the children to write labels on the pirate ship. Even the children who find writing hard managed to write phonetically plausible labels for Cap'n Pat.

Teaching is good in Years 1 and 2. Productive relationships, good behaviour management and the positive attitudes to learning that staff engender are present in all classes. Teachers promote pupils' moral and social development particularly well. For example, staff invariably provide opportunities for pupils to work in small groups or pairs and this successfully promotes their social development. This was evident in a Year 2 literacy lesson in which pupils were learning about the key features of a recount. The teacher had a wide range of artefacts which the pupils took from a box and they had the task of working in pairs to raise questions about the contents. They worked well together, noting down questions and were able to identify the success criteria for a recount. Teachers' subject knowledge is good and this aids the good quality teaching of reading, writing and mathematics. Although some teachers use interactive whiteboards well to enliven learning, this is not always the case and they are not always used to their full extent.

Throughout the school, teachers ensure that pupils have a good understanding of what is expected of them. This commences with 'steps to success' in the Reception classes in which the teachers outline what the children have to do. By the time they reach Year 2, pupils successfully identify how their work meets the stated success criteria. This is aided by the teachers' good quality marking of work. The pupils say that they enjoy lessons. As one commented, 'Our teachers are good at helping us to learn new things and if we get stuck, they really help.' Teachers have high expectations of both pupils' behaviour and their learning. Generally, they ensure that lessons are conducted at a brisk pace. Even so, occasionally they spend too long introducing lessons and this slows learning.

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Disabled pupils and those who have special educational needs, including those in the DSLU, are taught well. A few parents or carers of some pupils in the main school who have additional needs expressed concern that their children's needs were not being met. However, an equal number commented about how pleased they are with the school's provision for their children. Inspection findings are that these pupils are supported well. Their needs are identified quickly and well because assessment procedures are robust and are of good quality. Subsequent support is effective both from skilled teaching assistants and also, particularly, though not exclusively, for the DSLU pupils, in the base. For example, a small group of pupils who have short-term memory weaknesses were taught well in the base.

Behaviour and safety of pupils

Behaviour is consistently good both in lessons and around the school. The school's behaviour records show that it has been consistently good since the previous inspection. Adults manage the pupils well and they, in turn, understand the school's consistently applied good behaviour policy and thoroughly enjoy the rewards that they gain from it. The school has a number of pupils whose circumstances may make them vulnerable and they are supported well. The school strongly promotes a wide range of values that are based on respect and responsibility. This adds to the school's calm and orderly atmosphere which supports pupils' good personal development. Pupils learn about possible dangers and also about relationships as part of the curriculum. The 'taking care' project is an important part of the school's personal and social education programme and this reflects a range of 'how to stay safe' measures. Pupils say that they feel safe in school. Older pupils are aware of different forms of bullying. For example, pupils understand that bullying, particularly that concerning intimidating behaviour of others, is not acceptable. They know who to turn to should they have any concerns. Inspection findings confirm the positive views expressed by most parents that their children are safe in school and behave well.

Leadership and management

The headteacher's leadership and management are outstanding. She has brought more rigour and accountability to the school's management processes, particularly in the effective management of teaching and learning. Self-evaluation is very thorough, with close and wide-ranging monitoring of the school's provision and pupils' progress. These procedures, when linked to the effective performance management processes and the resulting well-conceived programme of professional development, ensure continuing improvement in teaching.

The headteacher has expanded the senior leadership team and these staff work successfully together to drive school improvement. Middle leadership and management are good, including that of the lead teacher in the DSLU. They make a valuable contribution to the school's good monitoring procedures. The whole staff team work closely and there is a universal commitment to the shared vision for the

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future of the school. Taken together, all these factors have resulted in good improvements in areas identified in the previous inspection and demonstrate the school's capacity to improve further. The very large majority of parents and carers are supportive of the school and their partnership with the school is good.

Equal opportunities are promoted well and any discrimination is firmly challenged on the very few occasions it arises. Arrangements to safeguard pupils and staff vetting procedures meet current requirements. Even though half of the members of the governing body have been appointed for only four terms, they are effective because they are given clear direction and support from the excellent Chair of the Governing Body. She has ensured that members are well trained and also that the governing body is fully involved in evaluating the school's performance and monitoring the impact of its improvement strategy.

Pupils enjoy a good and wide range of experiences because the curriculum has been considerably improved and amended since the previous inspection. In particular, topics and themes successfully build on pupils' own interests. Their spiritual, moral, social and cultural development is promoted well. Teachers effectively plan literacy and mathematics work into their themes, and this was evident in the Olympics work during the inspection.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 June 2012

Dear Pupils

Inspection of Bilton Infant School, Rugby, CV22 7NH

Thank you for welcoming us and taking time to talk to us about your school. We enjoyed watching you learn and play. Yours is a good school. It is welcoming and supports you well in your reading, writing and mathematics. The children in the Reception classes achieve outstandingly well because they are given lots of exciting things to do. You enjoy school and learning and you make good progress. This is because your teachers do a good job and they help you by giving you interesting activities to do.

You behaved well in all the lessons we visited and you told us it is like that all the time. You all feel very safe in school and know how to look after yourselves. You told us you are not worried about any bullying and are confident that teachers will sort out any problems.

Even in a good school like yours, there are some things to do to make it even better. These are the things we have asked your headteacher to do:

- make sure that your teachers do not spend too long introducing lessons
- make sure that when you do your writing you always make use of what you know about letters and sounds
- that your teachers make better use of the interactive whiteboards.

We really enjoyed our visit to your school. We know that your teachers and their assistants make your school a special place for you. You can help by continuing to do your best to make your families and the school proud of you.

Yours sincerely

Keith Sadler
Lead inspector

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