

Innsworth Infant School

Inspection report

Unique reference number	115580
Local authority	Gloucestershire
Inspection number	379105
Inspection dates	27–28 June 2012
Lead inspector	John Taylor

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	132
Appropriate authority	The governing body
Chair	Godfrey Sterry
Headteacher	Alison Crooks
Date of previous school inspection	19 November 2008
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Age group	4–7
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Introduction

Inspection team

John Taylor

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 11 lessons. A total of five teachers were observed teaching as well as a number of teaching assistants. The inspector held meetings with groups of pupils, two members of the governing body, and staff, and talked to some parents. The inspector observed the school's work and looked at records of pupils' progress and heard them read, evaluated safeguarding documentation, records of exclusions and the results of the school's checks on the quality of teaching. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, and the views of the 50 parents and carers and 12 staff who responded to the inspection questionnaire.

Information about the school

Innsworth is a smaller-than-average-sized school. Some pupils come from a nearby military base; this has resulted in the school having fluctuating numbers and above average mobility. The majority of pupils are from White British backgrounds and around a fifth come from minority ethnic groups. About 15% of the pupils speak English as an additional language. Pupils come from a variety of socio-economic backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below that found in other schools.

There is a breakfast club and an after-school club organised in the school hall for children from Innsworth and other local schools. This provision is not managed by the school's governing body and so is not reported on here. There is also an independent playgroup on site. The reports for provision not managed by the governing body can be found on the Ofsted website.

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

- Innsworth is a good school. Good leadership and the management of performance have brought about substantive improvements after a dip in Key Stage 1 results following the previous inspection and, as a result, pupils' attainment is rising rapidly. The school is not yet outstanding because, although teaching is improving, it is not outstanding and pupils are not always sufficiently challenged in their lessons.
- Pupils achieve well before moving on to their next school. In the Early Years Foundation Stage they quickly settle into their new routines and the secure start helps them to develop good social skills. Their good progress in reading, writing and mathematics continues in Years 1 and 2. All groups, in all phases, achieve equally well, including disabled pupils and those with special educational needs.
- Teaching is good and results in pupils making good progress. Learning is enjoyable. Links to topical events, for example the Olympics, develop pupils' wider interest and understanding of others. The school has successfully used strategies to increase rates of progress for all groups of pupils. There is a minority of satisfactory teaching.
- Pupils' behaviour and attitudes to learning are good. Pupils move quickly from task to task in the classroom and are eager to learn. They can manage their own learning from an early age. They feel extremely safe in school. Whilst attendance has improved over the past three years, further action is needed to continue this trend.
- School leaders have successfully implemented strategies to address the needs of the constantly changing pupil population. Results from the accurate assessment of pupils' progress are now used as a focus for discussions, with teachers and parents and carers, to guide pupils' learning. The school does not help parents and carers sufficiently, however, to have a secure understanding of the teaching strategies used.

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What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching through the school by:
 - ensuring a consistent brisk pace of learning in all lessons
 - making sure pupils are challenged and are aware of the high expectations that teachers have of them
 - senior managers feeding back to teachers the impact of their teaching on the achievement of pupils
 - teachers identifying more precisely the levels of pupils' understanding, through the use of focused questioning
 - ensuring pupils are confident in knowing what they have to do to improve.
- Improve pupils' progress by working with parents and carers to:
 - gain their support for assisting with their child's learning at home
 - significantly improve the attendance of pupils.

Main report

Achievement of pupils

Children start school with knowledge, skills and understanding that are well below those expected for their age. They make good progress in all areas of learning. Progress in Reception is good due to the increasing number of activities linked to improving the children's basic skills. For example, a task to make a jam sandwich was used to actively engage the children, extending the range of words they used to describe the sequencing of events and improving their literacy skills. Consequently, attainment is broadly average when children leave Reception.

This good start in reading, writing and mathematics is built upon in later years. The improving achievement of pupils in reading and writing has resulted from the successful introduction of a clearly structured literacy scheme. The effective use of teaching assistants in the daily teaching of phonics (letters, sounds and combinations) helps pupils to develop early reading skills well. When leaving the school, the reading, writing and mathematics levels of most pupils are above the national average. This represents good achievement from their starting points. Disabled pupils and those with special educational needs concentrate well in lessons; their good progress is secured by effective teaching and support. Pupils who speak English as an additional language quickly acquire the English language skills that are needed to participate fully in lessons. Pupils who are known to be eligible for free school meals make better progress than their peers and are consequently closing the gap in attainment. Most parents and carers say that their children achieve well and some have noted the improved progress in literacy skills. As one parent commented, 'My son has really come on in leaps and bounds with his writing.'

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Quality of teaching

There is a rising proportion of good teaching. As a result, pupils develop social skills and adopt a good attitude to learning. They are cooperative, and help each other in their learning. Throughout the school, daily activities consolidate pupils' basic skills in reading and writing, although opportunities to develop technology skills are sometimes missed. Topics planned around activities, for example the Olympics, mean pupils are developing an understanding of other cultures.

Most pupils are willing and able to work independently. They are very supportive of each other in class, willingly offering each other help in solving problems. A variety of different tasks, alongside frequent opportunities to briefly discuss ideas with other pupils, helps them make good progress in lessons. For example, in a lesson about writing a newspaper report, good teaching meant that the work was clearly focused at an appropriate level. Learning was good as pupils used a variety of tasks to help them understand the work and to clarify what they were expected to do. Pupils were then able to describe the differences between the styles of writing for a story and a report. They could explain what they need to do to improve their work. The teaching assistant was actively involved in supporting groups of pupils in their discussions about the work.

A wide range of effective support, for example small-group tuition outside classes, has ensured that all groups of pupils progress rapidly in their reading and writing. Disabled pupils and those with special educational needs achieve as well as other pupils. Parents and carers agree their children are taught well at school. However, there are still some areas of teaching which need to improve. In some lessons the pace is not brisk enough and pupils are not sufficiently challenged. Pupils do not consistently benefit from being guided to check their own work, and learn from the work of others. In a few lessons teachers do not always question pupils sufficiently well to ensure pupils know what they need to do to improve their work.

Behaviour and safety of pupils

Pupils' behaviour around the school and in the classroom is good. Scrutiny of behaviour records shows this is the case over time too. Pupils feel safe and enjoy coming to school. They behave well at playtimes and lunchtimes. Adult supervisors help by joining in activities and distributing simple apparatus that is enjoyed by the pupils. Pupils cooperate and collaborate well in groups. They have good levels of perseverance and show initiative; they can think and learn for themselves. In Reception, most children learn to manage their own behaviour well, which ensures lessons usually proceed without interruptions and forms a solid basis for good behaviour in later years.

The behaviour policy has recently been revised. Pupils have a good understanding of the different types of bullying and how to avoid it. They confirm bullying is rare and the few incidents that occur are dealt with effectively. A few parents and carers expressed concerns about disruption in lessons and bullying; this was not confirmed

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by inspection evidence, including discussions with pupils.

Attendance is improving, but still below average. The school recognises the particular needs of some of the more transient pupils. It helps them to settle into the school quickly. It knows it needs to continue the drive to improve attendance of all groups of pupils by working closely with the parents and carers.

Leadership and management

The school has been well led through a time of change, which has enabled it to adapt to the differing needs of its fluctuating community. More accurate assessment, especially of the younger children, and improved tracking throughout Key Stage 1, have resulted in well-targeted support, which is enhancing most pupils' progress. The school's having successfully addressed the areas for improvement identified in the previous inspection report confirm its good capacity for further improvement.

The school recognises the need to sharpen its focus on the monitoring and evaluation of teaching and learning across the school, and that it needs to use this information to eliminate inconsistencies in teaching and accelerate pupils' progress further. Currently, the school does not provide sufficient feedback to teachers on how they can improve further. It has embedded new strategies, especially for teaching reading and writing, and the success of these is evident in the pupils' improving achievement.

The curriculum is broad and balanced and provides a good variety of activities, including themed topics and off-site visits. This gives opportunities for the development of basic skills and contributes to the pupils' social, moral and cultural understanding. The school promotes equality and tackles discrimination well.

Governors have recently undertaken training which has enabled them to be better equipped to monitor the school's progress and provide a better level of challenge. The school has an effective safeguarding policy that is implemented robustly. The governors have recently carried out a thorough audit which has ensured government requirements are met and pupils kept safe.

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.



29 June 2012

Dear Pupils

Inspection of Innsworth Infant School, Gloucester GL3 1HJ

Thank you for being so polite and friendly when I inspected your school recently. I enjoyed my visit and the opportunity to see you in lessons and at play. You were really helpful and it was good to have to the opportunity to talk with some of you. I especially enjoyed seeing how eager you were to learn and how ready you were to help each other learn.

You are rightly proud of your school's happy atmosphere and you especially like the way you all get on so well together. Innsworth Infants is a good school. You told me that you enjoy school and feel safe and secure, and you trust your teachers and other the adults.

You try hard in lessons and your progress is good. Your behaviour is good in class and around the school. You have good relationships with your teachers. Most of you attend school regularly and are punctual. The curriculum provides plenty of exciting activities and visits, which you enjoy.

The headteacher, staff and members of the governing body are working together to make the school even better, and I have asked them to do two things to help you improve your learning.

First, to make the lessons even better by not staying too long on one activity and asking you more questions to see if you understand, and by making sure you know how you can improve your work

Second, I have also asked them to work with your parents and carers so that they can help you with your work at home and they can make sure you attend school even more often.

All of you can help the school by continuing to try your best in lessons and attending every day. I wish you all the best in the future.

Yours sincerely

John Taylor
Lead inspector

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