



Lansdowne Infants' School

Inspection Report

Unique Reference Number 124039
LEA Staffordshire
Inspection number 281611
Inspection dates 1 November 2005 to 2 November 2005
Reporting inspector Barbara Crane RISP

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

Type of school	Infant	School address	Goodman Street
School category	Community		Burton-on-Trent
Age range of pupils	3 to 7		Staffordshire DE14 2RE
Gender of pupils	Mixed	Telephone number	01283 239141
Number on roll	207	Fax number	01293 239142
Appropriate authority	The governing body	Chair of governors	Mrs D Sketchley
Date of previous inspection	11 October 1999	Headteacher	Mrs D Hudson

Age group 3 to 7	Inspection dates 1 November 2005 - 2 November 2005	Inspection number 281611
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is an average sized school, with a nursery. There are roughly equal numbers of pupils from White British or Pakistani backgrounds, with a few pupils from other minority ethnic groups. A high proportion of pupils are learning to speak English as an additional language. More pupils are entitled to free school meals than in most schools. Children's attainment when they start school is well below average. The proportion of pupils with learning difficulties or disabilities is above average. The deputy headteacher is currently acting as the headteacher, due to the headteacher's illness.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school's evaluation that its effectiveness is good is confirmed by the inspection. The pupils' personal development is outstanding, as is the care, guidance and support provided for pupils. These areas are found to be better than in the school's own evaluation. Improvement since the last inspection has been good and there is good capacity to further improve.

The tone is set at the start of the school day, when parents and pupils are warmly welcomed into school. The school works exceptionally well with parents so they know how to help their children at home and at school. Pupils eagerly anticipate the day ahead and want to get on with activities. They achieve well because of good teaching by an enthusiastic staff who put the pupils first in all they do. The school works hard to make sure that everyone is included and feels part of the school community. The good provision for children in the nursery and reception classes gives them a solid foundation of basic skills and promotes their confidence and enjoyment in learning. Standards are below average at the end of reception and average by the time pupils leave the school. Pupils' progress is often very good in reading, writing and mathematics in lessons that focus specifically on these areas. In other lessons, pupils do not get enough opportunities to practise what they have learned. Pupils with learning difficulties and disabilities make good progress because of effective support. Pupils who are learning English as an additional language achieve well. Leadership and management are good and promote a strong sense of community. There are good checks on teaching and learning so that the school knows what it needs to improve to help pupils do even better in their work. The school provides good value for money.

What the school should do to improve further

- Ensure that pupils use the skills that they have learned in reading, writing and mathematics at the right level in other subjects.

Achievement and standards

Grade: 2

The school's judgement that the pupils' achievement is good is correct. Nursery and reception children make good progress from a low starting point. Their personal, social and emotional development is very well supported through adults' high expectations of behaviour, and the sensitive support builds children's confidence and ability to persevere with their work. By the end of the reception year, standards are still below average but children have done well. Pupils' progress in the next two years is also good. This is true for pupils of all abilities. Pupils who are learning English as an additional language do well because the teaching meets their needs. Pupils with learning difficulties and disabilities get good support and make good progress. Pupils' standards in reading, writing and mathematics by the end of Year 2 are average. The school's initiatives to improve the achievement of more able pupils and boys have been successful. Progress in speaking and listening is very good and consistent. When

the work focuses specifically on developing pupils' skills in reading, writing and mathematics, progress is often very good in these areas. Challenging targets are set and pupils meet them. At other times, pupils' progress is not as rapid because they do not get the chance to use and extend their skills in reading, writing and mathematics through their work in other subjects. The work is too similar for pupils and there are times when the more able pupils find it too easy and less able pupils struggle.

Personal development and well-being

Grade: 1

Pupils show a real enthusiasm for school and give ideas about how it can be made better. They develop a good range of skills to set them up for the future. Pupils' personal development, including their spiritual, social, moral and cultural development, is outstanding. The school feels this aspect is good, but evidence shows that it is better than this. The 'You Can Do It' principle is at the heart of the school's daily life and is reflected in the confidence with which pupils approach work. They work hard and persevere, even when they face problems. Pupils' behaviour is excellent and they know how to make the right choices. Older pupils set a very good example for the younger ones and help them, for example through the 'buddy' system. The youngest children share very well and quickly learn how to work together so that life is more enjoyable. Attendance is average but has improved because of initiatives such as the 'Burton Bunny' awards system. Pupils are keen to win the prizes for best attendance. They are proud to be members of the school council and want to help in improving the school. They use their initiative and most recently have organised a composting and recycling scheme. Pupils have a very good understanding about healthy lifestyles and how to keep safe. They talk knowledgeably about road safety and the importance of being active.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good throughout the school, as the school finds from its own self-evaluation. It is effective because it looks at where children are starting from and gives them what they need to be successful. Parents get very good guidance on how they can help their children at home. Pupils flourish in a stimulating and well organised environment. They are eager to learn. The relationships between adults give a wonderful example to pupils for working together as a team. Pupils know that adults will give them help when they need it but they are encouraged to have a go for themselves first, which builds their self-reliance. The consistent quality of support provided by teaching assistants is a real strength. They provide very good support for pupils who are learning English as an additional language. Pupils with learning difficulties or disabilities are also well catered for. There is precise identification of what needs to be worked on next that is followed through in teaching. Teaching aims high in lessons that deal specifically with promoting skills in reading, writing and mathematics. In

other lessons, such as science or history, expectations of pupils to use their basic skills in literacy and numeracy are too low. Pupils often record things in the same way or do the same work.

Curriculum and other activities

Grade: 2

The school rightly feels that it offers a good curriculum. A good range of exciting activities means that pupils are keen to come to school. The school has the Healthy School award and pays great attention to enabling pupils to gain a thorough understanding of how to live healthily, for example, through events such as the 'Hip and Health' day. Pupils' different backgrounds and cultural traditions are valued and celebrated. The festival of Eid, for example, is to be celebrated by the whole school through a party. The curriculum is successfully enriched through the after school club, which is attended by many children in the spring term. Visits to exciting places and interesting visitors, such as artists, widen its scope and make learning fun. The school's work with parents is outstanding so that many take an active part in their children's learning. The curriculum is at its strongest in English and mathematics because it is here that the work is better adapted to meet pupils' needs. At present, there is too little guidance to help teaching make the most of the skills that pupils gain in these areas in other subjects.

Care, guidance and support

Grade: 1

The school's considers this aspect of its work is good, but evidence from the inspection finds it to be outstanding. The school knows its pupils very well and puts them first. It gives them the help they need to do well and to feel that they are part of the school community. The high level of care ensures that pupils are well looked after so that they feel secure. They know that, as one pupil put it, adults 'will sort it out' if there are any problems that concern them. As a result, pupils learn in an atmosphere of trust and respect. Measures to ensure pupils' well-being and safety are built into the fabric of everyday life. There are plenty of activities through which pupils learn how to keep safe. They learn, for example, how to move the PE equipment around the hall safely. Children's comments are valued and acted upon, which has led to improvements in the toilet areas, for example. Arrangements for child protection are very good. Advice sought from outside the school is used very well so that provision for pupils with learning difficulties or disabilities has improved. There has been increased provision of bilingual teaching assistants as the number of pupils learning English as an additional language has risen. This is having a good impact on pupils' achievement. The family learning workshops are very well attended and parents say that both they and their children gain a great deal from working together in school.

Leadership and management

Grade: 2

The school rightly judges leadership and management to be good. The school has worked on the right things and so standards have risen over recent years. Self-evaluation is good and is informed by looking at teaching and learning in classrooms, as well as analysing data, to see where improvements are needed. The weaknesses in pupils' use of their skills in literacy and numeracy have been identified by senior managers and plans are in hand to resolve the issue but the initiative is too new to be fully effective. Subject managers sample pupils' work but their role in monitoring of teaching and learning, other than in literacy and mathematics, is underdeveloped.

The school's systems for its day-to-day activities and for carrying out longer term initiatives are very robust. As a result, the acting headteacher has been able to pick up the reins and carry on the work smoothly. There is a strong sense of community and the staff are all pulling in the same direction. Governors give good support. Everyone knows what the school's priorities are and what they need to do to achieve them. The school has a good track record of doing what it says it will and meeting its targets. Priorities in the past, for example to raise boys' achievement and improving reading and writing, have been worked on diligently and have been successful. The school's leaders and managers also work very effectively to ensure inclusion.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for talking to us and showing us your work when we visited your school. We enjoyed meeting you and seeing what you do.

We are glad to that you like coming to school and being with your friends. We saw that there are lots of exciting things to do and how much you enjoy school. The grown-ups work very hard to look after you and make your school a happy place where everybody can join in. Your teachers and the other grown-ups do a very good job in helping you to live healthily. You are very sensible and polite and behave very well when you are working and playing. We were very impressed with how you get involved in changing things for the better, like recycling things.

We think that the grown-ups work hard to help you do well in your work and to make your work interesting. The people who are in charge of the school know how to make things even better for you. We have asked them to make sure that you can always use what you have learned in reading, writing and mathematics when you do other subjects like science or history.

Thank you again for the warm welcome you gave us and for helping us with our work.

Yours faithfully

Mrs Crane Lead inspector