

Innsworth Infant School

Inspection report

Unique Reference Number	115580
Local Authority	Gloucestershire
Inspection number	311987
Inspection date	19 November 2008
Reporting inspector	Martin Kerly

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	97
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Audrey Ricks
Headteacher	Alison Crooks
Date of previous school inspection	1 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Luke Lane Innsworth Gloucester GL3 1HJ
Telephone number	01452 730780
Fax number	01452 730780

Age group	4–7
Inspection date	19 November 2008
Inspection number	311987

© Crown copyright 2008

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 who evaluated the overall effectiveness of the school and investigated the following:

the attainment of children on entry to the school and their overall achievement, particularly in reading

the consistency of teaching and learning and how well the school checks up on this

the role of subject leaders in helping to improve the curriculum.

Evidence was gathered from observations around the school, discussions with pupils, staff, the chair and vice chair of governors, and analyses of the school's working documents and the questionnaires completed by parents. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school, formally known as Larkfield Infant School, adopted its new name in November 2008. It is much smaller than average. Numbers have fallen significantly in recent years following the departure of the Royal Air Force from the surrounding military base. It has reduced from six to four classes. However, this year the number of children entering the two Reception classes in the Early Years Foundation Stage (EYFS) from nearby civilian residential areas has increased significantly. Another branch of the military are scheduled to return in 2010 with an anticipated rapid rise in pupil numbers. Almost all pupils are White British and speak English as their first language. The proportions of pupils with learning difficulties or with a statement of special educational needs are broadly average. Most pupils are taught in classes covering two year groups, except for the majority of their English and mathematics lessons when they are taught in single year groups. The school facilitates a breakfast club and an after-school club in the school hall for pupils 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.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has adapted well to changing circumstances within the local area and serves its community well, having many strengths and few areas in need of improvement. The headteacher provides clear direction and ensures a balanced focus between academic achievement and personal development. As a result, pupils achieve well and their personal development and well-being are good. The school has good systems for checking its performance and has an accurate view of how well it is doing. It has successfully addressed previously identified weaknesses, including developing leadership responsibilities more widely amongst the staff. These factors mean it is well placed to sustain its strengths and improve further.

Pupils enjoy their time in school a great deal. Many of them arrive early and attendance is above average. They enthusiastically participate in the daily 'wake-up, shake-up' sessions which help promote a shared family atmosphere at the start of each day. Those pupils who have particular problems or are vulnerable receive good, and at times, excellent care and support. Parents recognise the school's many qualities with unanimous support from all those who responded to the inspectors' survey. This is exceptional. Remarks such as, 'my daughter cannot wait to get to school every day', 'we love the philosophy of recognising and celebrating the achievements of all the children,' and 'I am confident if I had any concerns the school would deal with them' are common threads in the comments received.

Pupils of all abilities, including those with learning difficulties, achieve well in the EYFS and in Years 1 and 2. The attainment of children on entry to Reception is broadly as expected nationally. By the end of Year 2, standards are usually above average in reading, writing, mathematics and science. This year, standards fell a little in national tests at the end of Year 2, especially in reading. This is a reflection of the relatively low starting points of this group, who nevertheless made good progress, except in reading where their progress was satisfactory. The school has identified the need to accelerate progress in reading. It recognises that some of the boys are reluctant to read. There are insufficient opportunities to read high quality material, new approaches to learning about letters and sounds are not yet consistently applied throughout the school and some classrooms lack sufficient visual prompts to encourage and help reading. Pupils currently in Year 2 are making good progress. Progress in reading is improving but still lags a little behind that being made in other subjects.

The good teaching is underpinned by frequent joint planning of lessons, with teachers sharing their expertise. This helps ensure pupils experience similar, stimulating opportunities in parallel classes. Teachers match work to pupils' different needs so that there are sufficient levels of challenge. They provide pupils with good feedback. There are learning targets for English and mathematics but these are not referred to enough in the parallel classes as pupils move from one room to the other. Teachers manage pupils' behaviour well and establish a good working atmosphere in all classes. Occasionally, pupils spend too long listening as a whole class and this reduces concentration levels and the rate of learning. The curriculum has improved significantly since the last inspection. It is broad and balanced throughout, with comprehensive plans over a two-year cycle in Years 1 and 2. The class organisation requiring Years 1 and 2 pupils to move between teachers for English and mathematics limits opportunities to follow up teaching points from one lesson to the next. There are missed opportunities to make effective links between, for example, reading and writing activities, and at times this limits pupils' learning. There are good enriching experiences including several clubs after school, although funding constraints restrict the number of visits and visitors to the school.

Pupils behave well in lessons and throughout the day. They have a good understanding of what is right and wrong and there are very few instances of inappropriate behaviour. Procedures designed to safeguard pupils are fully implemented. Pupils feel well looked after in school and are clear about ways to keep themselves safe, for example, by not talking to strangers. They have a good awareness of the importance of a healthy diet and physical exercise. Older pupils recently wrote to their parents about the need for healthy lunchboxes. The school has a Healthy School award in recognition of its good work in this respect. Although there are examples of outstanding support and care for specific pupils, the overall care, guidance and support is good rather than outstanding because the academic guidance pupils receive is not as well developed. Targets, intended to help raise standards by the end of Year 2, are not set early enough and there are a few gaps in the way the school collects and tracks the progress of pupils. However, the school is quick to identify pupils with learning difficulties and works effectively to provide these pupils with good additional support, often working exceptionally closely with external professionals and parents. Pupils are keen to help out around the school and contribute well to the community, for example as playtime buddies in school and planting flowers for the elderly. These positive attitudes combined with their key skills, including using computers, mean they are well prepared for the next stage of education and future adult life.

The headteacher leads the school well. With the support of the governors she has maintained a strong commitment to improving the school whilst managing a fall in numbers and a reduction in staffing and classes. She has established a clear sense of direction, underpinned by the school's core values, and is supported well by the EYFS leader. The provision for pupils with learning difficulties is managed well and subject leaders are fully involved in checking the performance of the school. Regular checks are a feature of the good programme for evaluating the school's performance and the findings are shared and acted upon robustly. The headteacher is aware of the gaps in the tracking of pupils' performance and how this is used to provide academic guidance. The governors fulfil their roles well. They have a good grasp of the school's performance and are planning strategically in response to changing needs within the local community.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is led and managed well helping to ensure all the adults in the two classes work together as an effective team. Children settle quickly into school following a very sensitive induction programme, which is flexible in order to meet the particular needs of individual children. They move confidently around the classroom and the secure outdoor environment. Children's attainment on entry has fluctuated from year to year, but generally it is as expected nationally for this age, although an increasing proportion of children have speech and language difficulties on arrival. The school has adopted a new and improved system for assessing and recording children's attainment on entry, but this is not fully established. All adults are involved in carefully observing and assessing the children's learning as they respond to the wide range of experiences in and out of doors. Teaching and learning are good. There is a good balance of activities led by an adult and those chosen freely by the children which helps the children make good progress. The classrooms are carefully organised to awaken children's curiosity, such as exploring the 'cave'. At the end of the EYFS most children attain the goals expected for their age and a small proportion exceed them, except in early language skills where very few exceed them. Teachers are very quick to identify those with learning difficulties. Parents

appreciate this, the excellent care for their children and the frequent opportunities to talk about any particular issues and needs.

What the school should do to improve further

- Ensure a greater and integrated focus on promoting reading in order to raise the rate of progress to match that achieved in other subjects.
- Strengthen the academic guidance to pupils by giving a higher priority to setting long-term targets to help raise standards, and by ensuring assessment information is available and used so that pupils are clear about what they need to do to improve.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 November 2008

Dear Children

Inspection of Innsworth Infant School, Gloucester GL3 1HJ

Thank you for the way you made us feel very welcome when we visited your school. We thoroughly enjoyed talking with some of you and visiting your classrooms. We are pleased you and your parents like your school so much. Here are some of the highlights we found during our visit:

- You behave well and work and play together sensibly. You know how important it is to look after yourselves and stay healthy, for example by joining in 'wake-up shake-up' and eating healthy food at lunchtime.
- You work hard in lessons and are always learning new skills and about new ideas. Many of you are particularly good at writing, numeracy and science.
- Your teachers work well together to plan interesting things for you to do.
- Everyone who works in the school takes very good care of you. They work very well with your parents and with other grown-ups to help those of you who become worried or have problems from time to time.
- Your headteacher is always thinking about how to make the school even better. She is helped well in this by the other leaders and the governors.

We have asked the headteacher, staff and governors to work together on just two things to make the school even better. They are:

- Find ways of helping you to make more progress in your reading so that you are just as good at reading as you are at writing and in numeracy.
- Make sure the school is clear about how well it thinks you can all do in your work and that you all know what it is you need to do to improve.

We know you will want to help and will have your own ideas about how to make the school even better.

Yours faithfully

Martin Kerly

Lead inspector