

Church Aston Infant School

Church Aston, Newport, TF10 9JN

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make good progress throughout the school and reach above-average standards by the end of Year 2. Progress has improved recently.
- The quality of teaching is good. Teachers expect the best of their pupils who, in turn, find their lessons informative and enjoyable. As a result, pupils of all abilities work hard and achieve well.
- Pupils behave well in class and around the school. They feel valued and extremely well cared for. As a result, they are considerate and take good care of each other.
- Pupils say they enjoy coming to school and, as a result, attendance is consistently high.
- The curriculum is enhanced through specialist teaching of French, music and sporting activities.
- Provision for disabled pupils and those who have special educational needs is good. Well-planned programmes and additional help from highly effective support staff ensure that their needs are fully met.
- The school's leaders are well supported and challenged by a good governing body. They have improved teaching, and reversed a decline in achievement since the previous inspection. Governors are fully involved in this successful drive for improvement.

It is not yet an outstanding school because

- Occasionally, teachers do not provide work at the appropriate level of difficulty for some pupils in the mixed-age classes, particularly the more able. At times, learning and progress are not rapid enough and teachers do not do enough to get pupils to work faster when their concentration lapses.
- Children in the Reception Year do not have enough opportunities, or suitable resources, to develop their skills when learning outdoors.

Information about this inspection

- The inspector observed teaching in six lessons, two of which were observed jointly with the headteacher. The inspector also made a number of shorter visits to classrooms to observe progress and provision for different groups of pupils. The inspector also heard a number of pupils read.
- Meetings and discussions were held with groups of pupils, governors, members of staff and a representative of the local authority.
- The inspection took into account the 22 responses to the online questionnaire for parents and carers, Parent View, and the outcomes from the school's recent consultations with parents.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below average.
- Pupils are taught in two mixed-age classes.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, in the care of the local authority or from a family with a parent in the armed forces) is below average.

What does the school need to do to improve further?

- Improve planning and resources for the outdoor curriculum in the Early Years Foundation Stage so that children have a greater choice of activities through which to learn and make rapid progress.
- Improve the quality of teaching by making sure that teachers:
 - set suitably challenging work, which is neither too easy nor too hard, for pupils of all ages and abilities in the mixed-age classes
 - make full use of the school's information on pupils' attainment when setting work, especially that intended for the most-able pupils
 - make sure that pupils always learn at a rapid rate.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of Year 2 has been above the national average overall for each of the last five years, although not always significantly so. Standards are improving, having declined somewhat after the previous inspection.
- Observations of learning in the classrooms, work in pupils' books and a close scrutiny of the school's data show that progress in Key Stage 1 is now consistently good or better and standards for pupils in the current Year 2 are well above the national averages in reading, writing and mathematics. This constitutes good progress from children's broadly typical starting points when they enter the Reception class.
- Children in the Early Years Foundation Stage make good progress in most areas of learning, but could be doing better. Opportunities for activities in the secure outdoor area are restricted by the narrow range of resources and this limits the development of their learning. In particular, they have too few opportunities to choose activities for themselves, as required by national guidance for this age group.
- Disabled pupils and those who have special educational needs make good progress because their programmes of support and additional help ensure that their needs are fully met.
- The results of the Year 1 screening check in phonics (letters in words and the sounds they represent) were below average in 2012. However, the results in 2013 showed a significant improvement, and pupils' phonic skills are now above average. The teaching of reading through daily phonics lessons and other activities continues through all age groups. As a result, pupils throughout the school read well and older pupils read fluently, with expression, and a good understanding of the text.
- Only a very small number of pupils are known to be eligible for the pupil premium in each age group. It is not possible to report on the attainment of these pupils without identifying individual pupils. Throughout the school, however, they generally make good progress.

The quality of teaching is good

- Pupils, parents and carers say that teaching is good and inspection findings endorse this view, although some inconsistencies remain across the school.
- In the Early Years Foundation Stage, adults take every opportunity to extend children's language and numeracy skills by regularly asking them about the things that they are doing. Children settle quickly in the Reception setting. However, they have limited opportunities to develop their learning by freely choosing from a range of activities.
- A scrutiny of pupils' books shows that they learn well and make consistently good progress because teachers provide challenging activities over time that make them think deeply about their work. They make good links between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment, as well as their spiritual and cultural development.
- Good organisation in the classroom, coupled with high expectations of work and behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. This makes a

significant contribution to pupils' good progress.

- There is a clear focus on teaching pupils to read throughout the school. As well as reading skills, pupils gain a wide range of skills in communication and mathematics.
- The new whole-school assessment and tracking system provides secure data on pupils' progress as they move through the school. This means teachers have a better understanding of how well pupils are doing. In most cases, they use this information well to take action, and provide help for all of them to reach challenging targets. Occasionally, however, the work set for the most- and least-able pupils is too similar. When this happens, some more-able pupils complete their tasks and then have to wait to move on. They then lose their high levels of motivation and do not make enough progress.

The behaviour and safety of pupils are good

- The parents who responded to the online survey, Parent View, were extremely positive that their children were happy at school, felt safe and were well looked after.
- The school is a calm, friendly and very orderly place in which to learn. The behaviour of pupils is good. This is true in classes, around the school and in the playground areas. Pupils move around the school calmly and quietly.
- Relationships between pupils and adults are very positive. Pupils are keen to learn and this is a major factor in the good progress they make. Pupils respond readily to established routines and to the opportunities planned for them to discuss their ideas together, either with a partner or in small groups.
- Pupils report that the school has an effective system of rewards and sanctions, which ensures that any unsatisfactory behaviour is dealt with effectively and promptly. Pupils who find behaving well more difficult are sensitively managed and skilfully supported so that, typically, their behaviour improves significantly.
- Pupils say they enjoy coming to school and they are enthusiastic about their education. This is reflected in their consistently high levels of attendance.
- Pupils attend and respond well to the good range of before- and after-school activities, including the breakfast club and, on four nights a week, sports activities.
- The school's work to keep pupils safe and secure is good. Events such as anti-bullying assemblies ensure that pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and say that they feel safe in school and are confident that any issues they raise will be dealt with promptly. Pupils understand the need for healthy lifestyles and exercise.
- Pupils respond well to the strong moral and social guidance they receive. They develop positive attitudes to life and learning through the teaching of common values and expectations in assemblies, and in personal and social education lessons. They have a very clear sense of what is right and wrong.

The leadership and management are good

- The headteacher's strong leadership and enthusiasm are a significant factor in the rapid improvements made since she took over the post at the start of the current school year. She is well supported by strong subject leaders who competently lead their areas of responsibility and use the training they receive to enhance their management skills and improve progress in their subjects. Together, they have reversed the previous downturn in achievement.
- School self-evaluation has correctly identified appropriate areas for further development. The school improvement plan is a comprehensive working document with clear actions and targets that are sharply focused on improving the quality of teaching and the rate of pupils' progress.
- Although most teaching is good across the school, leaders are fully aware of the need for more teaching to be good or outstanding. The detailed information about teaching that comes from checks of teachers' work, together with the rigorous tracking of pupils' progress, ensures that planning for improvement is founded on good evidence and accurate data and that teachers receive appropriate support and guidance in order to improve their practice.
- The school is highly valued by parents and carers, all of whom would strongly recommend it to other parents.
- The school has recently introduced a more accurate and rigorous assessment and tracking system, linked to half-termly meetings about pupils' progress. This is leading to improved progress across the school. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses.
- English and mathematics, appropriately, are given a high priority but time is also given to develop pupils' interests across a range of subjects, including French, which contributes strongly to their good attitudes to learning. The curriculum is enhanced by a good variety of visits and visitors, and promotes pupils' spiritual, moral, social and cultural development well.
- The school makes full and effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils achieve as well as their classmates.
- The school provides good personal care for its pupils. Pupils learn to reflect on and appreciate their own skills and the skills of others.
- The school has used the primary sports funding it has received well to provide additional physical education lessons led by skilled sports coaches working with class teachers. This motivates pupils very well and is resulting in improved teaching skills among staff. This, in turn, is leading to improved physical skills, health and well-being. Systems are fully in place for the evaluation of the provision at a future date.
- Support from the local authority has been helpful to the school in checking its performance and in training for staff and governors.
- **The governance of the school:**
 - The governing body is well informed about the performance of staff and pupils, including the quality of teaching, through high quality reports from the headteacher and governors' own first-hand observations of the school's work. Governors have worked carefully and consistently to ensure that safeguarding policies and practices are rigorous and meet national standards. The governing body has been effective in overseeing the arrangements for relating teachers' pay to performance. They have a good understanding of how the school uses its resources,

including the effective use and impact of pupil premium funding. Through analysis of the school data they understand how well their pupils perform when compared with pupils nationally.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123358
Local authority	Telford and Wrekin
Inspection number	440591

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Catherine Coltman
Headteacher	Sue Cusack
Date of previous school inspection	22 March 2011
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