

# Market Drayton Infant School

Longslow Road, Market Drayton, TF9 3BA

**Inspection dates** 7–8 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils leave the school having made good progress in reading, writing and mathematics, and standards have improved over the last three years.
- The school works very closely with parents to provide a good start to children's education in the Early Years Foundation Stage.
- Highly skilled support staff work alongside teachers, helping individuals and groups to make good progress, including those who have special educational needs.
- Pupils' behaviour is outstanding. It is well managed by staff and pupils show a love of learning. They are very well prepared for the next stage in their education.
- High expectations and consistently effective actions by school leaders have steadily improved the quality of teaching and raised the achievement of pupils.
- Teaching is consistently at least good, and occasionally outstanding. Teachers know the children very well and always match the work to their needs. Much of the best learning happens outdoors.
- The high-quality teaching of letters and the sounds they make means that pupils are quick to become keen readers.
- Pupils feel safe and happy in a caring school where they become increasingly independent and able to manage their own safety.
- Pupils' spiritual, moral, social and cultural education helps to broaden their horizons.

### It is not yet an outstanding school because

- While the gap between the achievement of boys and girls in writing is narrowing, it is still wider than that found nationally.
- Not all lessons provide enough varied and inspirational teaching strategies to ensure pupils can make exceptional progress.
- Teachers' expectations of the quality of pupils' handwriting and presentation are not always high enough.

## Information about this inspection

- Inspectors observed 14 lessons, of which five were seen together with the headteacher or the deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to them read.
- There were meetings with groups of pupils, senior leaders and representatives of the governing body and the local authority.
- Inspectors took account of the 54 responses to the online questionnaire (Parent View) and talked to parents at the start of the school day. Inspectors also considered the 38 responses to a staff questionnaire.
- The inspection team examined the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- The playgroup, which is managed by the governing body, was included in this inspection.
- On the first day of the inspection, pupils from Year 2 were out of school on an educational visit.

## Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Jennifer Taylor

Additional Inspector

Frances Millett

Additional Inspector

## Full report

### Information about this school

- Market Drayton Infant School is larger than the average-sized primary school.
- The very large majority of pupils are White British.
- The percentage of pupils who are eligible for pupil premium (which provides additional funding for pupils in local authority care, known to be eligible for free school meals or from armed service families) is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is average.
- The headteacher gives support and guidance to other school leaders in the local authority area.
- The school runs a playgroup for children of pre-school age on the school site.

### What does the school need to do to improve further?

- Close the narrowing gap between the achievement of boys and girls in writing, by developing boys' confidence as writers through more use of exciting activities that include relevant examples from real life.
- Further increase the proportion of outstanding teaching by:
  - using more varied and imaginative teaching strategies so that pupils make the best possible progress in lessons
  - all teachers insisting on the highest quality of presentation and handwriting in pupils' books.

## Inspection judgements

### The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage, often from starting points in the playgroup and Nursery that are well below those typical for their age. By the time they leave the Reception Year, children have a thirst for knowledge and some have made outstanding progress. The large majority of children are working at least at the expected level of attainment for their age at the end of Reception.
- Standards at the end of Key Stage 1 have improved over the last three years in reading and writing, and are now above average in mathematics. Progress in Key Stage 1 is also good. These successes are achieved with the close cooperation of parents, who are invited into the school at every opportunity as observers, helpers and learners themselves.
- There is a gap between the standards in reading, writing and mathematics of those pupils who benefit from pupil premium funding and other pupils in the school. However, this gap is narrowing, particularly in writing and mathematics. In 2013, pupils eligible for the pupil premium were on average around two terms behind their classmates in reading, writing and mathematics. Examples of how the funding has been spent include early literacy support, volunteer reading help and the development of fine motor skills.
- Disabled pupils and those who have special educational needs make good progress. They are expertly supported in lessons and the school is particularly effective in helping pupils who have specific speech and language needs. The school is successfully closing the gaps in attainment between different groups because it is committed to ensuring that all pupils have an equal chance of gaining success.
- The most able pupils and those who have been identified as having particular gifts and talents also make good progress and achieve high standards in a range of different subjects. All teachers match work to the needs of these pupils and make sure that they have stimulating and challenging tasks.
- While the school is aware of the gap in achievement between boys and girls in writing, it has yet to fully close this gap.

### The quality of teaching is good

- Teaching is typically at least good. Lessons are well planned with a variety of activities for pupils of different abilities, including the most able.
- Often, teachers ask pupils searching questions to check their understanding and make them think more deeply; they also expect pupils to ask questions and to say when they need some extra help. Pupils discuss their learning in class and work well together in pairs and groups. Disabled pupils and those who have special educational needs are very well supported, both by classroom teachers and teaching assistants.
- Good teaching in the Early Years Foundation Stage ensures that children have a good start to school. Very effective use is made of the games, puzzles and role-play areas indoors, as well as the physical challenges outdoors. In a very effectively taught Reception class lesson, children played together well, making patterns with chalk on the playground. The teacher and teaching assistant then expertly worked on follow-up activities with individual children, developing their

understanding of symmetry.

- Where teaching is at its best, teachers promote outstanding attitudes to learning through challenging activities, a lively pace and the opportunity for growing independence. For example, in a physical education lesson, Year 1 pupils were introduced to a simplified form of hockey. After a brief discussion about safe use of the equipment, they were quickly working in pairs and learning the difference between a 'push' and a 'hit'. Not all teachers, however, use enough of the varied and stimulating activities seen, such as role play, board games and working against the clock, in order to promote the best progress.
- There is a well-organised system for learning letters and sounds (phonics). As a result, pupils have performed well above the national average in the Year 1 screening check on their understanding and skills in phonics. A love of books is successfully promoted from the moment children begin school, and reading skills are shared and developed with parents at home and at school.
- The quality of teaching is not outstanding because not all groups of pupils are making rapid and sustained progress, particularly boys in writing. The teaching of writing has not yet shown sufficient impact in closing the achievement gap between boys and girls. Not enough lessons use exciting examples from real life to engage all pupils in their writing, particularly boys.
- Books are marked regularly and pupils are clear about what they have to do to improve their work. Teachers involve parents in many aspects of the pupils' work and homework is often a practical collaboration between teacher, parent and pupil. While pupils show great pride in these projects, teachers' expectations of the quality of written work in their books, particularly in Key Stage 1, are not always high enough.

### **The behaviour and safety of pupils** are outstanding

- Pupils feel safe and are very happy at school. They become increasingly independent as they move up the school, and learn to manage their own safety and look after their own physical well-being. Imaginative use of the school's extensive outdoor spaces encourages this independence and self-reliance.
- The pupils' love of learning is evident in every classroom, from the playgroup to Year 2. The pupils are not only well prepared for the next stage in their education, but are eager to embrace it, confident in the skills they have learned and with high aspirations.
- Pupils' enjoyment of school and the close work with parents are reflected in steadily improving attendance that is now average. There have been no exclusions in the last school year.
- 'Respect' is the central theme in the school's outstanding approach to behaviour management. Pupils learn to respect their teachers and each other, to listen and to take turns. In an assembly observed during the inspection, the headteacher performed in a role play with Year 1 pupils concerning respect for one another. The good humour of the performers and the attentive, appreciative audience were an active demonstration of the quality that was being discussed.

### **The leadership and management** are good

- Since the last inspection, the headteacher has driven improvements in the quality of teaching and the pupils' achievement. She has successfully shared her high expectations with staff, parents and pupils. Inadequate teaching has been eradicated and, while not yet outstanding,

teaching is consistently good. Senior leaders have met challenging targets set by themselves and by governors, and all recommendations from the previous inspection report have been fully implemented.

- The school has a very clear understanding of its strengths and areas for improvement. This is very evident in the detailed and rigorous assessment of the progress made by pupils, both as individuals and as groups. Teachers expect to be held to account by senior leaders for the progress their pupils are making and understand the link between their performance and any pay rises or promotion.
- The headteacher has used precisely targeted and carefully monitored training to improve teachers' subject knowledge and develop leadership skills throughout the school. Many staff are gaining additional professional qualifications. Leaders responsible for the Early Years Foundation Stage and the way pupils who have special educational needs are catered for have been particularly effective, for example in the development of outdoor learning and the early identification of special educational needs.
- Through a strong and positive relationship with the local authority, the school has developed a range of productive and supportive local partnerships. These include: the headteacher using her experience and expertise to help other school leaders; the sharing of good practice in the Early Years Foundation Stage with other schools; and members of the school's support staff who have had specialist training in helping pupils with speech and language needs sharing their skills through the local authority's website.
- Leadership and management are not outstanding because they have not yet ensured that the highest levels of achievement, particularly in boys' writing, have been demonstrated over a sustained period of time, or that the quality of teaching is outstanding.
- The arrangements for the safeguarding of children meet all national requirements, and all staff are fully up to date with the latest training. Staff who are new to the school immediately receive initial training from the headteacher.
- The needs of pupils are well met by the variety of different subjects and activities offered by the school. For example, all pupils have access to information and communication technology in their lessons and pupils' physical development is given a high priority in the timetable.
- The pupils' spiritual, moral, social and cultural development is outstanding and makes a significant contribution to their experience of school and their understanding of the world. As with so many of the school's successes, this aspect of the pupils' education is fully shared with parents who accompany pupils on school trips, for example to an Asian dressmaking shop. Here the pupils handled the many colourful materials and were given an insight into a part of the diversity of modern Britain. The school choir sings to elderly members of the local community and perform in concerts with other schools. A town schools' project based on the local historical figure of Clive of India links to an understanding of modern child labour.
- **The governance of the school:**
  - The governors have a strong commitment to the headteacher's vision of a school based on respect, high expectations and parental involvement. They know the school well as a result of individual governors being linked to different areas of its work. This includes responsibility for the school playgroup. They meet regularly with parents, staff and pupils, and attend many of the school's day-to-day and special events. Governors are very aware of how staffing is allocated and that decisions over pay and promotion are dependent on pupils' progress. They are closely involved in all appointments and have a clear understanding of the strengths and

areas for improvement in teaching. This also enables them to evaluate how well additional pupil premium funding is allocated and the resulting quality of learning for these pupils. All governors receive regular training to update their skills in all aspects of the school's work, including safeguarding.

## 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

<b>Unique reference number</b>	123382
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	426975

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Hargreaves
<b>Headteacher</b>	Samantha Scott
<b>Date of previous school inspection</b>	12 October 2011
<b>Telephone number</b>	01630 652909
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