

Arthur Bugler Infant School

Inspection report

Unique Reference Number	114850
Local Authority	Thurrock
Inspection number	357635
Inspection dates	17–18 March 2011
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair	Angela Gaywood
Headteacher	Karen Phillips
Date of previous school inspection	4 December 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, observed seven teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' books. They checked documents including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed information from 67 questionnaires from parents and carers, in addition to those received from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the current rates of progress and the attainment of the children in the Early Years Foundation Stage and Year 2?
- Do all groups of pupils, including the most able, make the progress of which they are capable?
- Is the quality of teaching consistently good enough to raise standards in reading, writing and mathematics?
- Are governors challenging the school effectively and how well do they promote community cohesion?

Information about the school

This is a smaller than the average sized infant school. The proportion of pupils known to be eligible for free school meals is much lower than average. The percentage of pupils from minority ethnic groups and the proportion who speak English as an additional language are well below average. The proportion of pupils with special educational needs and/or disabilities is below average but rising from year to year. The needs of these pupils are mostly related to speech and language difficulties and autism. The school has gained Healthy School status.

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: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Arthur Bugler Infants is a good and rapidly improving school where pupils make good progress and enjoy their education. Parents and carers are extremely supportive and their overwhelmingly positive comments praise the school highly for the education it provides. One wrote, 'We are very happy with Arthur Bugler Infants school and feel that they really help to develop a child's potential whilst making them feel safe and happy at school.'

The highly effective leadership and management of the headteacher and her team have been instrumental in driving through improvement. Their ambition for the school is very evident. Inspectors judge this to be an outstanding area of the school's work. Self-evaluation is highly rigorous in almost all aspects of the school's endeavours. Staff celebrate what the school does well but they are not complacent and have an extremely clear view of what still needs further improvement.

Boys' achievement has risen since the time of the last inspection because fine-tuned tracking systems have ensured any underperformance is picked up early. This is closely linked to an excellent programme of extra support and help which tailors tasks and activities to need most effectively. The quality of teaching has improved dramatically. This is because of a rigorous system of monitoring which supports and challenges teachers to develop their practice but also holds them to account for the progress their pupils make. As a result, teaching is now consistently good across the school and some is outstanding. Teaching continues to improve in response to the school's systems.

The Early Years Foundation Stage provides a good start to school and has improved greatly since the last inspection. Children make good progress and learn well because independence is encouraged through a wide range of well-planned activities. Progress throughout the school is accelerating. These aspects demonstrate the outstanding capacity for further improvement. All areas for improvement from the previous inspection have been tackled highly effectively.

The governing body carries out its statutory duties and contributes well to the day to day running of the school. Its work to engage parents and carers has been particularly good. Although governors promote community cohesion effectively and the action plan has been evaluated, the work the school has done has not yet had a full impact. The action plan has not been re-visited. As a result this aspect is satisfactory rather than good. Pupils are not yet aware that all schools are not like their own. Awareness of cultural diversity is only just beginning to be developed. However, parents and carers of differing heritages are invited to come into school and share their experiences.

All staff are fully trained in all aspects of child protection which promotes the good well-being, health and safety of the pupils. Every parent and carer who returned their questionnaire stated that the school keeps their children safe. Pupils behave well, clearly

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want to learn and evidently enjoy coming to school. They are prepared well for the next stage of their education and develop workplace and other skills. Levels of attendance are above average.

What does the school need to do to improve further?

- Improve the promotion of community cohesion beyond the school and local community by:
 - improving pupils' understanding and appreciation of cultural diversity
 - ensuring that the school's actions are evaluated more rigorously for impact.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and enjoyment are good. Pupils reach generally above average levels of attainment in reading, writing and mathematics by the end of Year 2. Considering the below average attainment on entry to the school, all groups of pupils, including those with special educational needs and/or disabilities and the most able, make consistently good progress. This is because of effective teaching and ongoing assessment that ensure pupils of all abilities are challenged appropriately. In a good mathematics lesson about time, the most able pupils were consistently challenged to achieve through high teacher expectations and effective support. They were able to solve problems involving time and could talk to each other about the strategies they used. In an art lesson pupils developed their observational drawing skills and produced individual pictures of good quality based on a realistic view of what they could see.

Spiritual, moral, social and cultural development is good overall; however, the cultural aspect is weaker. The school is aware of this and has taken action to enhance pupils' understanding by organising particular events in the school calendar, for example 'Round the World Day'. Pupils are respectful of each other and share resources and equipment nicely. Their relationships with adults are extremely positive. Pupils' contribution through the school council is good and they have ample opportunity to take on other responsibilities such as being 'VIPs': 'very independent persons' act as role models for other pupils. Pupils acquire a good level of basic skills and work well together in pairs and groups. They know how to keep themselves safe and know that the adults in the school listen to their worries and deal effectively with any bullying. Their understanding of healthy lifestyles is good and one pupil stated, 'Eating chocolate is alright, but not too much.'

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Technology is used well to enhance and enliven learning. For example, in

- a good information and communications technology (ICT) lesson, pupils used computers confidently and independently to draw mosaic representations of trees in blossom. They required very little support or help. Teachers ensure that pupils are able to learn in different ways by providing a wide variety of activities. Young pupils who are learning to read are provided with excellent opportunities to develop their skills. For example, in an outstanding phonics lesson the teacher's well planned questioning ensured that all pupils were able to contribute fully and make rapid progress. Her astute assessment of their learning enabled each individual pupil to move forward at an appropriate pace. Good modelling of writing in another lesson provided pupils with a starting point to write for themselves and prompted them to think about how they should develop their paragraph.

A real characteristic of all lessons was the high quality verbal feedback provided by the teacher. Pupils were able to make instant improvements to their work as a result. Teaching assistants support and assess the learning of those pupils with learning difficulties well. Occasionally pupils are kept on the carpet too long whilst teachers talk; this sometimes slows progress, especially for boys.

Pupils enjoy the good creative curriculum which develops their skills. Different subjects are linked together well to make learning meaningful. In history, pupils learnt about the 'Great

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Fire of London'. They wrote about it in literacy and drew pictures in art. The school organises enrichment days and weeks which promote enjoyment such as 'maths week' which involved junior school children joining in with games and puzzles. Good partnerships with other institutions enhance learning and wellbeing. Pupils talk positively about their French lessons. A wide variety of extra-curricular opportunities is provided and the take-up of these is high. Pupils are able to participate in gymnastics, computers, art and gardening for example, but Year 1 children do not yet have the same opportunities as Year 2.

The vast majority of parents and carers feel that the school meets the needs of their children well. Those pupils with speech and language difficulties, autism and other challenges to their learning are catered for well. A good mix of effective pastoral care and learning support ensures that they make consistently good progress. The learning support achieves a good balance between help and challenge, to ensure developing independence.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and all staff are very clear about what direction the school needs to go next. This is because of a clear and unequivocal understanding of its strengths and relative weaknesses. Through rigorous lesson monitoring the school has established individual plans aimed at improving teaching to outstanding for every teacher, and is well on the way to achieving this.

Performance against the school development plan is monitored rigorously and actions tweaked in response. A real strength is the way data are analysed and used to improve progress and to make improvements to the curriculum and teaching. Current data show that attainment is set to rise year by year because of a drive to raise the percentage of pupils gaining the higher level 3 which has been highly successful. Outstanding leadership has brought the school forward demonstrably in terms of pupils' achievement. Subject leaders are enthusiastic and keen to monitor their own areas of responsibility and do this well. High expectations of leaders ensure that the vision for the school is embedded amongst every member of staff, parents and carers and pupils alike; all are committed to the Arthur Bugler ethos.

Governance is good and the governing body hold the school fully accountable for its work. The governing body is committed to supporting the school. Its members make a strong contribution by promoting and contributing to the caring ethos and helping to ensure that safeguarding arrangements follow good practice. Safeguarding policies and procedures are good and are monitored robustly. All staff place safeguarding high on their list of priorities. The governing body is becoming increasingly influential in determining the strategic

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direction of the school. Community cohesion is developing but there is more to be done to ensure that pupils become aware of cultural diversity. The promotion of equal opportunities is good and there is no discrimination. All groups of pupils achieve well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pre-Reception visits by staff ensure that children settle in quickly and are happy at school. Children enter Reception with lower than expected levels of skills for their age especially in reading and writing, and personal and social education. By the time children enter Year 1 they have made good progress although for some, attainment remains below average.

Children behave well, gain confidence and choose appropriate activities independently. They respond well to each other and to adults, following instructions and listening attentively. This is because relationships are highly positive. They access equipment, indoors and outdoors, safely and develop an understanding of how to be healthy through daily snacks and good welfare arrangements.

A well thought through phonics programme ensures children make effective progress in their reading. The teaching of writing, which is a weaker area, is beginning to focus well on engaging boys through more careful planning. Good teaching ensures children are provided with a wide range of activities and tasks based around a weekly theme which takes account of children's interests. Good quality observations inform children's profiles and help staff build up an accurate picture of children's progress.

Role-play areas such as 'Superheroes', stimulate the imagination and aid language and personal development. Teachers ensure that children are challenged effectively through tasks that are well matched to ability in literacy and numeracy. However, there are some lost opportunities to raise the pace of learning by following up work in focus groups with

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outside activities. Rates of progress are accelerating because of a relentless focus on improvement. Parents and carers feel involved and well informed. The Early Years Foundation Stage leader knows the strengths and weaknesses in Reception and continues to drive forward improvements, particularly in the outside area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost half of the parents and carers returned the questionnaires, a higher proportion than is typical for a primary, and almost all of these were extremely positive about the school. All felt that the school kept their children safe, that their children enjoyed school and that overall they were happy with their child's experience. There was very little disagreement about any of the other statements. Almost all think the school is well led and managed. Inspection evidence endorsed this view. Just over a third of parents and carers made additional comments. Some wrote about how much they appreciate the friendliness of the staff and how approachable everyone is at the school. The headteacher was also singled out as being very effective. Some spoke of the particularly caring and supportive ethos of the school. A few parents and carers feel that unacceptable behaviour is not dealt with effectively. Inspectors found behaviour and its management to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Arthur Bugler Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	17	25	0	0	0	0
The school keeps my child safe	52	78	15	22	0	0	0	0
My school informs me about my child's progress	38	57	28	42	1	1	0	0
My child is making enough progress at this school	42	63	24	36	0	0	0	0
The teaching is good at this school	44	66	22	33	0	0	0	0
The school helps me to support my child's learning	45	67	21	31	0	0	0	0
The school helps my child to have a healthy lifestyle	38	57	27	40	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	51	27	40	0	0	0	0
The school meets my child's particular needs	42	63	24	36	0	0	0	0
The school deals effectively with unacceptable behaviour	27	40	31	46	6	9	0	0
The school takes account of my suggestions and concerns	31	46	33	49	0	0	0	0
The school is led and managed effectively	43	64	23	34	0	0	0	0
Overall, I am happy with my child's experience at this school	44	66	23	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



21 March 2011

Dear Pupils

Inspection of Arthur Bugler Infant School, Stanford-le-Hope, SS17 7BQ

Thank you very much for making us welcome when we visited your school recently. We were pleased to hear how much you enjoyed school and were very interested in what you had to say. We were very pleased that you knew what you needed to do to stay fit and healthy. You enjoy helping in your class and being school councillors. You also told us about the different clubs and activities you have been involved in, and they sound great fun! It was good to see so many of you dressed in red to raise money for charity during the inspection. We think behaviour in your school is good and that you are very polite.

We think Arthur Bugler Infants is a good school and that you make good progress because your teachers teach you well. They plan interesting lessons which ensure that you learn lots of things. It was good to see you using computers in some lessons and we were particularly impressed with your letters and sounds work. The headteacher and her staff do their job extremely well and have made your school much better. They are continuing to improve teaching so that your school can make steps to becoming an outstanding school, and they already know exactly what to do. We have asked that they work on one other thing.

We want them to help you understand better what schools and communities are like in other parts of the United Kingdom.

We hope that you all continue to enjoy attending your school and that you all do well in the future.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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