

Chigwell Row Infant School

Lambourne Road, Chigwell, IG7 6EZ

Inspection dates

28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- The school has tackled key weaknesses so that pupils' achievement by the end of Year 2 is good and has continued to improve since the time of the last inspection.
- The headteacher and governors have worked successfully to make the school more popular, building effective links with pre-school places, and as a result the school has grown in size.
- The quality of teaching is good. It has improved following more regular checks on learning by the headteacher. Lessons are planned to interest the pupils and activities are at the right level for their different abilities.
- Behaviour is good because all pupils are known as individuals by all staff, who consistently make clear their expectations from an early age. Consequently, pupils have very positive attitudes towards learning.
- Parents are very happy with this small village school as it offers a varied and enriching experience for their children. Pupils say that the school keeps them safe.
- Pupils' spiritual, moral, social and cultural development is promoted effectively by topics which make full use of the local and wider areas.
- The close relationship with parents has meant the attendance is above average.

It is not yet an outstanding school because

- Although much of the teaching is good, there is not enough outstanding teaching to ensure that pupils make consistently outstanding progress over time.
- Teachers in charge of subjects do not make regular checks on learning to ensure that the changes made are working properly to raise achievement.

Information about this inspection

- The inspector visited all three classes taught by four teachers.
- Joint lesson observations were conducted with the headteacher, and short visits were made to look at the teaching of letters and sounds. In addition, the inspector examined the work in pupils' books with the headteacher.
- The inspector looked at a range of documents, including the school's self-evaluation and school improvement plan, external evaluations of the school, minutes of meetings of the governing body, records relating to behaviour and attendance, and those relating to safeguarding.
- The inspector spoke to pupils about reading, talked to members of the school council as well as other pupils, interviewed a sample of staff, and spoke to groups of parents. He also spoke to members of the governing body, the School Improvement Partner and a representative from the local authority.
- The views of parents, grandparents and carers were sought at the start and end of the school day. The views of parents who contacted the inspector were also considered. There were 13 responses to the online questionnaire (Parent View). He also considered comments from 11 staff.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than schools of the same type.
- Most pupils are from White British backgrounds.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and those from service families, is below average.
- The proportion of pupils supported through school action is average, whilst the proportion supported at school action plus or with a statement of special educational needs is below average.
- The school runs a morning club primarily for children with siblings in other local schools.
- Since the last inspection, two of the three teaching staff have changed. Both teachers started in September 2012.

What does the school need to do to improve further?

- Further develop the role of the teachers in charge of subjects so that they make more effective use of data on how well pupils are doing in order further improve teaching and accelerate progress in English and mathematics. Do this by making regular checks on learning, through looking at books, observing teaching and sharing best practice.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with a variety of pre-school experiences and with skills typical for their age, though this varies year on year. The good progress that they make during the Early Years Foundation Stage is due in part to the close contact the school has with the pre-school providers. Before they start school, their needs are assessed so that the school can tailor what it offers to best meet their needs. For example, additional classroom support is arranged in discussion with parents, particularly for pupils with special educational needs. Adults know the children well, and provide a stimulating range of activities which engage their interest.
- By the time they reach the end of Year 2, pupils' attainment in reading, writing and mathematics is above average. This represents good progress from their different starting points.
- Progress for most groups of pupils is good, including those funded by the pupil premium, who benefit from excellent small-group support. The small number of disabled pupils and those who have special educational needs are well supported and, as a result, they make expected progress.
- During the inspection, children in the Reception class made good progress in their early writing skills through taking part in a wide range of practical activities, using ribbons to make letter patterns and the sounds that they make, and using foam to write letters with their hands. They also engaged in other supervised activities which encouraged them to explore writing.
- Pupils made outstanding progress in their recognition and use of letters and sounds, with more-able pupils quickly developing an understanding of the rules for finding the plural of different nouns, whilst another group also made rapid progress in distinguishing between real and 'nonsense' words using an interactive program on the whiteboard. Pupils are confident in identifying and correcting their own mistakes.

The quality of teaching is good

- Teaching is mostly good, with much that is outstanding. Although two teachers only joined in September 2012, effective support for them has ensured that teaching is characterised by a lively and brisk pace, with activities that are well matched to the needs of the different groups within each class. In addition, other adults are used effectively to support small groups and individuals. Expert questioning by all adults keeps the interest of all the pupils alive and helps to deepen their understanding.
- The teaching of reading is very effective. Pupils are placed in ability groups so that they can become familiar with letters and sounds appropriate to their level of capability. Well-structured sessions which make learning fun by using glove puppets, interactive whiteboard games, and modelling of the sounds that letters make by teachers and other adults, often lead to rapid gains in pupils' learning. Pupils are encouraged to read on a regular basis, and are able to use their reading skills to help them understand different types of writing in other subjects.
- Developing skills in language is a focus in all subjects. Year 1 made good progress in using and applying their knowledge of words which described different positions and directions in a mathematics lesson, as a result of high expectations and regular checking of learning through skilful questioning. Year 2 quickly used two different methods to calculate how to give change when shopping. Excellent questioning by skilled adults ensured that they used these skills well in

tackling different problems, and checked their work to identify and correct errors.

- The school makes good use of part-time teachers and those from other schools to enrich the subjects taught. For example, pupils experience a wider range of sports through their links with a local secondary school. Year 1 made use of many different percussion instruments to explore how some sounds are long and others short. Inspirational teaching by the part-time teacher, which included effective modelling and well-judged questioning, ensured that all the pupils enjoyed the session and made rapid gains in their understanding.
- Although teaching has much improved since the last inspection, the headteacher is aware that a few inconsistencies remain; for example, where too much time is spent together as a whole class and this results in work not meeting the needs of more-able pupils.

The behaviour and safety of pupils are good

- Pupils are enthusiastic about learning new things, and the stimulating activities help to engage their interests. Pupils in Year 1 showed intense concentration and enjoyment during a session in music. This is very typical of their behaviour. Similarly, around the school they are sensible and respectful of others.
- Pupils have a good understanding of what behaviour is acceptable and treat each other with great respect and consideration. They are particularly considerate of pupils who may need additional support, and as they said to the inspector, 'It doesn't matter if you are different, we are treated all the same.'
- Pupils benefit greatly from the fact that they are all known to each member of staff, so they know they are cared for and feel safe. This ensures that the school's 'family feel' helps to make it a place where no-one is left out.
- The morning club provides a secure setting for children arriving early to school. This is typical of the way the school has responded positively to the needs of the parents and carers. Safety is taught at every opportunity and pupils have a keen sense of safety when they go on their many school trips and visits.
- Considerable care is shown towards pupils whose circumstances make them vulnerable. This is particularly noticeable in how disabled pupils take part in all learning activities.
- The strong partnership with parents has helped to ensure that attendance is above average.

The leadership and management are good

- The headteacher's strong determination to achieve the best for the school has helped secure significant improvements since the last inspection. The quality of teaching has improved and this has led to improved achievement. The headteacher leads by example and is well supported by governors. Careful analysis by the headteacher of how the school is doing has been used to set priorities, and these are then used in discussions with staff on how well pupils in their class are doing. This helps to hold teachers to account for the progress of the pupils.
 - The assessment of children in the Reception class and pupils in Year 2 has been checked by the local authority. These checks confirm that they are robust and accurate.
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- Staff training has enabled teachers and other adults to take up many opportunities to develop their skills. The school trains teaching assistants, and uses the School Direct scheme to help other adults become teachers. The highly effective team of assistants in class are testimony to the success of these schemes.
 - Teachers in charge of subjects are new in post and are not yet making regular checks on learning using the data on how well pupils are doing. Best practice in teaching is not shared in an organised way, based on information about pupils' individual needs. As a result, there is not enough outstanding teaching to result in pupils making rapid progress.
 - The topics and themes which link different subjects are enriched through stimulating visits to places of interest such as the Tower of London and local places of worship, regular opportunities to take walks in the local environment through the forest school, and opportunities to work with pupils from other schools. Year 2, for example, dressed in 17th century costumes to help re-enact the experience of the Great Fire of London at a local primary school. Events such as these, together with opportunities to go horse riding and swimming, help to enrich the experiences of all the pupils. The school ensures that all groups of pupils take part, including disabled pupils, and, as a consequence, this makes an excellent contribution to the pupils' spiritual, moral, social and cultural development.
 - The number of pupils attending this school has increased significantly since the last inspection as it has gained in popularity. Parents are very pleased with the school and choose this small village school rather than other local primary schools that their children will move on to in Year 3. One parent's comments reflects the view of many: 'I travel a fair way to get my child to the school, passing several schools he could have been placed in, but chose Chigwell Row because it has such a good reputation.'
 - The school's firm commitment to ensuring equality of opportunity is reflected in the good progress of pupils and the way that all pupils are fully part of the school.
 - The school makes effective use of selected local authority services to support its priorities. However, the school hires their own school adviser and shares staff training across the local network of schools rather than through the local authority.
 - **The governance of the school:**
 - Governance has improved significantly since the last inspection, as governors are kept well informed by the headteacher and use this information to set measurable goals to improve the school. Careful planning, particularly in the circumstances the school experienced at the end of the last school year where two of their three teaching staff left, has helped to ensure continuous improvement. Newly created procedures to hold staff to account have been welcomed and these enable governors to support how teachers are doing. They understand the importance of linking teachers' salary progression to their performance. They recognise the impact of pupil premium funding on the progress of pupils, especially through the use made of well-deployed teaching assistants, and the financial advantages that come with an increasing roll. Regular visits to check on learning and to meet the headteacher have helped the governing body to gain an accurate view of the school's performance. Governors have a good understanding of how well the school is doing compared to similar schools, other schools in the same area, and against national expectations. Governors take advantage of locally arranged training with partner schools to keep abreast of national developments, such as preparation for inspections, and this helps them to ensure that statutory requirements, including those relating to safeguarding, fully meet regulatory requirements.
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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	114825
Local authority	Essex
Inspection number	405542

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

Type of school	Infant
School category	Community School
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Glen Gatty
Headteacher	Stephen Hale
Date of previous school inspection	18 November 2010
Telephone number	020 85003355
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