

Englefield Green Infant School

Barley Mow Road, Englefield Green, Egham, TW20 0NP

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children make a good start in the Nursery and Reception because teaching is consistently good and there are good opportunities for play and exploration.
- The school has successfully helped girls to make the same good progress as boys.
- Pupils enjoy reading and read widely.
- Teachers set work at the right level for pupils so that it is not too hard or too easy.
- Pupils are encouraged to select their own resources and to find things out for themselves.
- New approaches to the teaching of writing are proving effective.
- Pupils behave well in class and around the school and say they feel safe, a view supported overwhelmingly by parents.
- The strong leadership team is ambitious for the school and works well together to improve teaching and raise pupils' achievement.
- Staff are very keen to take on board advice and learn from training opportunities.
- Governors know the school well and offer good levels of support and challenge.

It is not yet an outstanding school because

- Occasionally, the pace of learning in lessons is not brisk enough when teachers do not give enough feedback to pupils about how they are doing.
- Teachers do not always correct errors in how pupils record their number work and this hampers progress for a few pupils.
- The school's system for tracking pupils' progress does not allow easy access to information on how well pupils are doing. This makes it difficult for leaders to make quick and efficient checks to ensure progress is accelerating and no pupils are falling behind.

Information about this inspection

- The inspectors observed 18 lessons or parts of lessons, some of which were joint observations with the headteacher.
- They heard pupils read, attended two assemblies and looked closely at examples of pupils' work with the headteacher.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, checks on the effectiveness of the school, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- Meetings were held with pupils chosen at random. Discussions were held with the headteacher, assistant headteachers, subject leaders, the special educational needs coordinator, the Early Years Foundation Stage leader, the Chair of the Governing Body and a representative from the local authority.
- The inspectors took account of the 52 responses to the on-line questionnaire (Parent View) and spoke with several parents outside the school gate.
- The inspectors considered staff questionnaires that were returned.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

Full report

Information about this school

- The school is average in size for an infant school.
- Most pupils are from White British backgrounds. A small proportion of pupils are from minority ethnic groups.
- An increasing number of pupils joins the school speaking English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed services) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The headteacher has been in post since May 2012.

What does the school need to do to improve further?

- Move teaching from good to outstanding by:
 - making sure learning proceeds at a consistently brisk pace in each lesson, with regular verbal feedback to pupils about what they are doing well and how they can improve
 - always correcting errors in pupils' recording of number work.
- Update the school's system for tracking pupils' progress so that leaders and teachers can access the information easily in order to check how well pupils are doing even more effectively and accelerate progress.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from below expected starting points, including those from minority ethnic groups. The level of skills and knowledge of the 2012 Year 2 pupils on joining the school was low, especially in language and communication. These pupils went on to reach average standards by the time they left the school and achieved well.
- In 2012, the Year 1 pupils' performance in the national reading check was below average and girls did not perform well. The school has tackled this well and this year pupils have done much better, especially girls. The pupils who did not reach the expected standard last year have received good support in Year 2 and are on track to make the grade this year.
- Pupils known to be eligible for the pupil premium included pupils with special educational needs and pupils who speak English as an additional language in 2012. They did not do as well as the other pupils in Year 2 by a wide margin. The gap between their attainment in English and mathematics and that of other pupils was two terms greater than the norm. This is because these pupils had only received one year's worth of additional support from the pupil premium.
- This year pupils known to be eligible for the pupil premium have fared much better, as the impact of support has been more marked and pupils have received it for twice as long. The gap between these pupils and the others has narrowed considerably and is half what it was in 2012. The pupil premium is spent on a range of measures to accelerate pupils' progress, including individual and small-group support and opportunities to join clubs.
- Leaders identified that the impact of specific programmes to support reading and writing was not as great as support for mathematics, and so changed the programmes. The new ones for reading and writing are helping pupils at risk of falling behind to catch up more quickly.
- Pupils make rapid progress in reading because phonics (the sounds that letters make) is taught well and pupils are grouped according to their ability to read text. They use a range of methods to help them and understand well what they are reading. Older pupils read a wide range of books.
- While progress overall is good, the rate of progress dips in those lessons where learning is not moved on quickly enough and pupils are not clearly guided in what they need to do next to improve. Similarly, progress is hindered when pupils' errors are not corrected promptly and the same mistakes occur.
- The school has recently introduced a new approach to teaching writing that involves more discussion and drama before putting pencil to paper. It also encourages pupils to draw storyboards to help them plan their work. This has gone down well and made pupils keener to write.
- In mathematics, pupils have plenty of opportunities to solve real-life problems and do much practical work which helps to reinforce mathematical concepts. Parents and carers are encouraged to work with their children at home to support what they are learning in school and some successful workshops have been running.
- Disabled pupils and those who have special educational needs make good progress because they are given the help they need by skilful teaching assistants. Pupils who join the school speaking English as an additional language achieve well because work is adapted to help them join in with all activities.

The quality of teaching is good

- Pupils engage in challenging open-ended tasks which encourage them to collaborate well. Resources are easily accessible and well organised. Year 2 pupils enjoyed solving a problem involving three-dimensional shapes to work out what combinations of solid shapes they would need to arrive at a total of 37 different faces.
- Pupils' workbooks show that teachers have high expectations of them and this leads to pupils

making good progress over time. Work is neatly presented and much is produced. All pupils have targets linked to National Curriculum levels of attainment in writing and mathematics and check their own progress towards meeting them.

- Teachers link subjects together well and give pupils opportunities to practise their literacy and numeracy skills in a range of interesting and imaginative ways. For example, pupils kept a bean diary to show the growth of seeds they had planted. Other pupils wrote instructions 'to tell my army how to protect my castle'.
- Teachers use assessment information well to plan work that is sufficiently challenging for all pupils, but not so difficult that they would struggle.
- There is some inspirational teaching in the Nursery. Adults all promote and extend children's language extremely well. There is a good balance between activities led by adults and those the children choose for themselves. Excellent use is made of the school's attractive and richly-resourced outdoor area.
- Pupils are given special projects to undertake for homework which enhance their learning in school. In Reception this work is recorded in attractive challenge books.
- The pace of learning is usually brisk, but occasionally slows when teachers do not give sufficient verbal feedback to pupils in lessons about what they are doing well and how they can improve. Most marking is of a good quality, but sometimes the way that pupils record their number work, for example in reversing numerals, is not corrected and this hinders their rate of progress.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and enjoy taking a full part in lessons. Their behaviour in class and around the school is good. They are helpful and polite.
- Pupils play well together outside. They are effectively supervised by learning support assistants. Pupils also have the opportunity to undertake activities inside if they prefer.
- Pupils say that they think behaviour is good and that there is no bullying. They understand about the different types of bullying such as name calling. Pupils say they feel safe in school. All parents and carers who responded to Parent View agreed with them. Pupils know about keeping safe in a variety of situations, including on the internet and around fire and water.
- The school council is active and works with school councils in other schools. It has also visited the local council and met the mayor. The councillors have set up a bee protection scheme to encourage bees into the school grounds and planted flowers that attract bees.
- Attendance is in line with the national average for all primary schools. This represents good attendance for an infant school, where pupils are more prone to childhood illnesses, because they are younger and have not encountered many of them before.
- Just occasionally, some pupils can display immature behaviour and not listen to one another as well as might be expected.

The leadership and management are good

- In the past two years the senior leadership team has become a strong unit with a clear vision for improving the school. Leaders have an accurate view of how well the school is doing and communicate their ambition for continued improvement effectively to all staff.
- The school development plan is well written and evaluated regularly to make sure the school is on track to make improvements. All staff play a role in contributing to this process.
- Leaders responded very promptly to disappointing results for some pupils in 2012, such as those known to be eligible for the pupil premium, and the steps they took to accelerate pupils' progress have been effective.
- Regular meetings about how well pupils are doing hold staff to account for pupils' performance and make sure that anybody at risk of falling behind is supported well to catch up. Consequently, gaps in attainment are closing rapidly.

- Leaders invest considerable time and energy in developing young teachers, of which there are several on the staff, and help them to become consistently good. They are also heavily involved in promoting initial teacher training and welcome student teachers onto the staff.
- Thorough checks on the quality of teaching and learning give clear feedback to staff about how they can improve their practice. This contributes to the robust management of teachers' performance, which is reviewed part way through the year to see how well they are meeting their targets for improvement. While this system has brought about improvements to the quality of teaching, some inconsistencies remain, and not enough teaching matches the best teaching in the school and leads to rapid progress for all pupils.
- Leaders at all levels have a good knowledge of how pupils are doing, even though the tracking system does not make it easy for them and other staff to access the information. They act promptly to respond to the impact of interventions on pupils' progress, making changes where necessary.
- The curriculum encourages pupils to be creative and is designed to prepare them for future life. For instance, all pupils benefit from regular cooking sessions. Topics reflect pupils' interests. In 2012, a whole year of learning around the Olympic theme encompassed all subject areas. Highlights included an Ancient Greek Olympics and an international evening when 35 different countries were represented from within the school's population. Such events contribute well to pupils' spiritual, moral, social and cultural development.
- The school promotes equal opportunities well and makes sure that all pupils are included. Discrimination of any kind is not tolerated.
- The local authority has provided good support to the school's leaders, especially in measuring pupils' progress and checking the quality of teaching and learning.
- The school engages well with parents, who are keen to support their children's education. Many parents volunteer to help in school. The responses to Parent View were overwhelmingly positive.
- **The governance of the school:**
 - Governors have a very good understanding of what the school does well and how it could improve. They bring considerable expertise. They know about the quality of teaching and the performance of pupils and how this compares with other similar schools. They understand how targets are set to improve teaching and what the school is doing to reward good teaching and tackle any underperformance. Governors keep a close check on the finances. They know how the pupil premium is being spent and the impact it is having. They make sure that all statutory requirements are met, including safeguarding pupils.

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	125101
Local authority	Surrey
Inspection number	412622

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Marilyn Slann
Headteacher	Janet Pells
Date of previous school inspection	13–14 October 2009
Telephone number	01784 435 586
Email address	admin@englefield-green.surrey.sch.uk

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