

Edgware Infant School

High Street, Edgware, Middlesex, HA8 7EQ

Inspection dates 2–3 July 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.

- The headteacher is building well on improvements made before his appointment, bringing a fresh pair of eyes to the next phase of the school's development. He is supported well in this by a strong team of senior and subject leaders and an increasingly challenging governing body.
- School leaders have put in place individual programmes of training and support for teachers, leading to good and rapidly improving teaching. The result is pupils make good progress and their attainment is rising.
- Alongside a sharp focus on developing basic skills, the school gives pupils a wide range of interesting and enjoyable learning experiences.
- The school skilfully uses the diversity of its pupils to enrich their spiritual, moral, social and cultural development and tackle potential discrimination.
- All adults pay very careful attention to the development of language, which enables early learners of English to gain skills and fluency quickly.
- The specific difficulties being faced by pupils with special educational needs are quickly identified so that programmes of support can be put in place.
- The school is very successful at encouraging the pupils to read for pleasure.
- Pupils are keen and want to learn. They try hard in lessons and their good behaviour makes the school a calm and happy place.
- All staff are very vigilant in ensuring pupils are cared for and looked after safely. As a result, pupils feel happy, safe and confident that any problems will be dealt with quickly.

It is not yet an outstanding school because

- Not all teaching moves learning forward at a good pace because lesson planning does not always take sufficient account of each pupil's learning needs.
- Teachers' marking is not always providing sufficient guidance for pupils to improve their work.
- Teaching of phonics (linking letters with sounds) is not as effective as that of other subjects and the pupils' skills do not develop quickly enough.

Information about this inspection

- Inspectors observed 29 lessons or parts of lessons, five of which were seen together with the senior leaders.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and other members and a representative from the local authority.
- Inspectors took account of the 15 responses to the on-line parent questionnaire (Parent View) and held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also listened to the reading of a sample of pupils in Years 1 and 2.

Inspection team

Martin Beale, Lead inspector	Additional Inspector
Clementina Olufunke Aina	Additional Inspector
Robert Bourdon-Pierre	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The vast majority of the pupils are from a wide range of minority ethnic backgrounds. Over three quarters speak English as an additional language. A significant number is at an early stage of learning English.
- The proportion of pupils known to be eligible for funding through the pupil premium is above average. This is extra money given to schools for looked after children, pupils known to be eligible for free school meals and children of service families.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well above average. Their needs are largely associated with behavioural, emotional and social difficulties and speech, language and communication.
- The headteacher was appointed in January 2013.
- There is a single governing body for the infant school and neighbouring junior school.

What does the school need to do to improve further?

- Move all teaching to a consistently good level and increase the amount that is outstanding by:
 - making sure that teachers in all classes carefully identify the next steps in learning for each pupil and provide teaching that moves learning forward at a good pace
 - ensuring that teachers use their marking to consolidate and extend learning and that pupils respond to written and verbal comments, so that their work improves.
- Increase progress and raise attainment in phonics through improving teaching by:
 - ensuring that sessions move at pace and are pitched sharply at the next steps in learning for all pupils
 - deploying adults more effectively.

Inspection judgements

The achievement of pupils is good

- Pupils make good, and improving, progress in reading, writing and mathematics because lessons are taught well and made interesting so that pupils want to learn. Results of Year 2 assessments were below average in 2012, but have risen this year in all subjects, and more pupils are working at, and above, levels expected for their age. There is no significant variation in the attainment of pupils from different minority ethnic backgrounds.
- Good teaching is also enabling children to make good progress in the Nursery and Reception classes from skills well below those expected for their age on entry. By the end of Reception, many children can write simple sentences reflecting their thoughts with minimal adult assistance and then read back what they have written.
- By the end of Year 2, many pupils can talk about the books they like and in some cases their favourite authors. All pupils are signed up at the local library and many take part in its holiday reading challenges. Their regular reading at home and in school helps their skills of comprehension and finding information.
- Pupils are eager to write because teachers provide exciting topics to stimulate their minds, and encourage them to talk through their ideas when planning. Pupils see their writing has a purpose as it is linked to topic themes and books they are reading. This has led to rapid improvements in boys' writing in particular. A striking feature is also the neat, joined-up style of handwriting of many pupils.
- Pupils learning English as an additional language make good progress once they have developed sufficient fluency. Their attainment is generally similar to others by the end of Year 2.
- Disabled pupils and those with special educational needs make good progress. Programmes are tailored carefully to each individual's needs, and their progress closely reviewed to make sure they are receiving the most effective support.
- Those eligible for support through the pupil premium are making similarly good progress in English and mathematics as a result of effective individual support, so that there is little difference between their attainment and that of others as measured by their average point scores.
- Only just over a third of pupils reached the expected standard in phonics in Year 1 last year and this was identified as a relative weakness in how such skills were taught. There has been some improvement this year following renewed emphasis and better planning, with pupils in Year 1 much closer to the expected standard. About half of those who did not reach the expected level last year have caught up in Year 2.

The quality of teaching is good

- The most effective lessons challenge all pupils and particularly the more able. Teachers question carefully and make sure pupils listen whilst others respond in detail. They encourage discussion and talk, with support staff fully involved with the pupils at these times. This generates pupils' confidence and gives pupils the freedom to express their thoughts. Generally, support staff are deployed well and add considerably to the pupils' learning, particularly in reading sessions. Behaviour is managed well and classrooms are rich in display and resources to support learning.
- The language needs of the children receive particularly close attention in the Nursery and Reception classes. This is through language-based activities, story sessions, and purposeful opportunities for children to talk to adults and with others. Occasionally, teachers in these classes do not identify each child's next learning steps in order to provide suitable activities.
- Most teachers make clear what pupils should do to be successful. They provide valuable verbal feedback to help pupils understand how they can improve, but a few teachers do not give such support as effectively and this limits the progress pupils make. The headteacher has identified that marking is less effective in the way it consolidates or extends learning, and does not make

clear whether pupils are expected to respond to any guidance provided by their teacher.

- Where it requires improvement, teaching is not always at a sufficiently rapid pace for learning and progress to be good. At times, this is because tasks are not always selected and pitched carefully enough to move learning forward for all pupils. Learning in sessions to develop phonics does not move forward rapidly enough because not all adults are well deployed.

The behaviour and safety of pupils are good

- Pupils develop very effective skills to support their learning. They start to become independent and take responsibility for their learning in the Nursery, working well together on activities or when discussing their ideas with each other. They respond quickly to their teacher's expectations and are keen to answer their questions. While most try hard, a small number can lose concentration when lessons do not interest or challenge them.
- Pupils move sensibly around the school and are very considerate towards others. The school promotes positive relationships, making sure that pupils play happily together and that they take care of anyone who is feeling left out. Incidents of unacceptable behaviour are rare and staff consistently encourage and praise those who behave properly.
- Pupils greatly enjoy their time in school. This is reflected in their improved attendance, which is now at a broadly average level partly because of the firm action taken with families whose children have high levels of absence.
- Pupils say they feel very safe in school and that bullying is something that simply does not occur. They are able to resolve any problems amicably and know there is always an adult to turn to if they cannot find a solution. Individual support programmes are carefully designed to help pupils with behavioural difficulties to learn what is, and what is not, acceptable.

The leadership and management are good

- The headteacher is ambitious for the pupils and has high expectations of staff. He gives fresh impetus to a school that was already moving forward, and is ably supported by strong and effective senior and subject leaders. The school's capacity to improve further is built on its recent success and a systematic approach to evaluating performance and planning developments.
- Teachers reflect on their practice, are keen to improve and help others by sharing ideas and expertise. Subject leaders play a major role in driving up teaching quality through teaching alongside colleagues, providing demonstration lessons and supporting their colleagues with their lesson planning. Formal procedures for managing the performance of teachers are robust, require them to meet challenging targets and are linked carefully to further training.
- Equality of opportunity is being achieved through the careful analysis of assessment data so that action can be taken if a pupil appears in danger of not meeting their targets. As a result, gaps in the attainment of different groups are minimal.
- The school's close engagement with the local authority is benefitting the school's leaders, the quality of teaching and the pupils' achievement. Support for the headteacher as he settles to the role is helping him to clarify priorities and action to be taken. Training is now being provided by a consultant to improve teaching of phonics.
- The strong partnership with parents starts before their children enter the school. Parents are given welcome guidance through various workshops on how to support their children's learning at home, particularly in literacy. The sessions, twice each week, where they come in before school to read with their children are well attended and much valued by parents.
- Activities, such as 'myself in a bag', where pupils bring in items from their home country to show to others enable them to develop an awareness of, and respect for, each other's backgrounds. Parents and others regularly visit to teach about different cultures and religions. Art has a strong

influence. Thoughtfully planned topics linking learning creatively between subjects make learning interesting. Having studied *The Three Little Pigs*, for example, Year 1 pupils wrote their own versions of the story, explored different materials and then made model houses.

■ **The governance of the school:**

- The governing body has become more effective since the last inspection. Governors now question senior staff more carefully and more frequently visit to see the school at work. Training has brought an increase in expertise, including in understanding the implications of assessment data. The governors were aware that a fall in the quality of teaching had led to a decline in Year 2 attainment. They understand what school leaders have done to bring about improvements, including how formal procedures for managing the performance of teachers are used to reward only good teaching. Governors manage spending carefully to ensure the school's financial stability, but have not always made sure the pupil premium is focused entirely on eligible pupils.
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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	101277
Local authority	Barnet
Inspection number	412555

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	336
Appropriate authority	The governing body
Chair	Trevor Young
Headteacher	David Robinson
Date of previous school inspection	27–28 January 2009
Telephone number	020 8952 1696
Fax number	020 8951 3809
Email address	info@edgware-inf.barnet.sch.uk

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