

Whybridge Infant School

Ford Lane, Rainham, Essex, RM13 7AR

Inspection dates

26–27 February 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Whybridge Infant School continues to provide a good standard of education for its pupils.
- Children make good progress in Reception class because they are taught well and have a good range of activities that help them make progress.
- Pupils in Year 2 achieve well, and reach above average standards especially in reading and writing.
- Teaching is good. Teachers use resources well and ask questions that help pupils learn quickly.
- Pupils make good or better progress in lessons and over time. Their progress in reading and writing is particularly rapid.
- Pupils' behaviour is exemplary. Pupils are exceptionally polite and courteous towards each other, adults and visitors. They are very eager to learn and participate enthusiastically in all that is offered.
- Pupils feel exceptionally safe and well cared for in school. There are strong procedures in place to keep children safe and secure. Older children know how to stay safe when using computers.
- The teaching of phonics (the sounds that letters make) is excellent. As a result, a very high proportion of pupils in Year 1 make very good progress in learning to read.
- Leadership and management are good at all levels. The headteacher, deputy headteacher and governors are committed to offering the very best for each and every child. They make sure, through rigorous checking, that any weaknesses in teaching are quickly rectified.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Events, such as an annual Culture Day, and opportunities to meet visitors and families from different backgrounds foster a very harmonious school community.

It is not yet an outstanding school because

- There is not enough outstanding teaching in mathematics. Teachers' marking of pupils' work in mathematics is not as good as it is in literacy.
- Although standards in mathematics are above average, fewer pupils attain the highest levels compared to reading and writing.
- Sometimes pupils who find learning easy are not given harder work quickly enough in mathematics.
- Governors do not always find information out for themselves about how well pupils are learning and progressing in lessons.

Information about this inspection

- The inspection team observed teaching and learning in 14 lessons, and observed every class. Three of these observations were conducted jointly with the headteacher. In addition, inspectors visited small group work sessions.
- Inspectors looked at pupils' work in lessons and work that pupils have completed over time in their books for a range of subjects.
- Inspectors heard pupils read, talked to them about their reading and observed their work in phonics in all year groups. In addition, inspectors attended an assembly and observed pupils during break and lunchtimes.
- The inspection team held discussions with pupils, staff, a member of the governing body and a representative of the local authority.
- Inspectors took account of the 23 responses to the online Parent View survey. They also spoke informally with parents in the playground. Inspectors took account of the 21 questionnaires returned by staff.
- The inspection team looked at a range of documents provided by the school, including those relating to safeguarding and child protection, minutes of governors' meetings, information about attendance and behaviour, anonymised documents about the management of staff performance, the school's self-evaluation and improvement plan, and the checks made on the quality of teaching. Inspectors also scrutinised the school's website and the data dashboard.

Inspection team

David Thomas Hatchett, Lead inspector	Additional Inspector
Janet Watson, Team inspector	Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average-sized infant school. It has two classes in each year group from Reception to Year 2.
- The majority of pupils are of White British heritage.
- The proportion of pupils that speak English as an additional language is below average. Very few pupils are at the early stages of learning English.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those from service families or those that are in local authority care) is lower than that found nationally.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A before- and after-school club on site is run by other providers and was not part of this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils' achievement in mathematics is as high as it is in reading and writing, by:
 - improving the quality of marking in mathematics so that it is as helpful as that in English
 - making sure that the most-able pupils are given more challenging work soon enough, so that a greater proportion reaches the highest levels.
- Ensure that governors find out for themselves how well pupils are progressing, and learning in lessons, so that they can provide better support and challenge to school leaders.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with skills and experiences that are typical for their age.
- Children get off to a good start and make good progress during the Reception year because the teaching is good and they are well prepared for Year 1. As a result, more children reach a good level of development at the end of the Reception year than is found in most schools.
- Pupils develop great enthusiasm for their learning. They present their work very neatly and with care; they ask questions that help them to understand more about their subjects, and listen carefully to their teachers and to each other. Consequently, they continue to make good and, sometimes outstanding, progress in Key Stage 1. In reading and writing, they make particularly rapid gains in their learning.
- Pupils' achievement in phonics (the sounds that letters make) is well above the national average by the end of Year 1. This is because of the school's excellent teaching of phonics and early reading throughout the school. Pupils make rapid progress in their reading and writing in lessons throughout the school.
- From their starting points, over time, pupils achieve well and sometimes very well. By the time they reach the end of Year 2, pupils attain best in reading and writing. This is because the teaching in these subjects is typically of high quality and the school ensures that pupils have lots of practice using reading and writing skills in many other subjects, for example in science and history.
- Pupils reach above average standards in mathematics, but do not achieve as well as in reading and writing. The school is aware of this and is devising ways to help pupils make as much progress in mathematics as they do in reading and writing, particularly the most able.
- The school's current data show that, in 2014, achievement at the end of Key Stage 1 is likely to be similar to that in 2013. Work in books and information from the school show that pupils make at least good progress in a wide variety of subjects.
- In 2013, those eligible for the pupil premium made similar rates of progress as the others in their class. Their attainment in reading, writing and mathematics was about a term behind their classmates. The school's current assessments and inspection evidence indicate that these pupils will perform well again this year, with little gaps between their achievement and that of their peers. The small number of pupils who speak English as an additional language progress well because they are well supported.
- The most-able pupils make good progress across the school, particularly in reading and writing. However, when compared to reading and writing, fewer pupils reach the highest levels in mathematics. This is because sometimes the work set in mathematics is not hard enough or not set quickly enough. When this happens, their progress slows.
- Disabled pupils and those who have special educational needs achieve well from their starting points. In lessons, they make good progress because teachers set work which is just right for them, and other adults make sure that they are supported and helped to do their best.

The quality of teaching is good

- Teaching is particularly strong in phonics, reading and writing, and is good overall.
- Teaching in the Early Years Foundation Stage is good. Staff provide an attractive learning environment and activities which help pupils to make good gains in their learning. Teachers work with children individually and in small groups to support them and ensure that all make progress.
- Some of the teaching is outstanding. For instance, in phonics, teachers are well trained and use their expert knowledge to help pupils make rapid progress in learning to read.
- Teaching is often exciting and helps pupils become engrossed in their learning so that they are

always willing to persevere, even when they are not sure of the answers to questions or how to complete tasks. Teachers set a good example and help pupils treat their books with respect and pride.

- Sometimes teachers do not give the most-able pupils tasks in mathematics that make them think hard enough, giving these pupils familiar or easier work set for the rest of the class, before they go on to an extension activity. For example, in a Year 1 mathematics lesson, all pupils were asked to complete a simple bar chart which the most able could complete very easily, before tackling a harder task.
- Scrutiny of pupils' work in subjects other than English and mathematics shows that teaching is good over time. Pupils have good opportunities to carry out investigations in science, and learn about healthy lifestyles in physical education.
- Teachers' marking varies in quality from subject to subject. It is best in English, where, as well as praising pupils for good work, it also explains how they can make it even better. In mathematics, marking is not as strong, and comments are often very brief. As a result, occasionally, pupils are not sure how they could have achieved at a higher level.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Pupils are remarkably polite and courteous to one another and staff, and welcoming to visitors. For example, pupils willingly hold doors open for adults in the corridor. Pupils, parents and staff all say that pupils' behaviour is excellent, and inspection findings support this.
- Pupils are exceptionally keen to learn and this contributes to their achievement, which is at least good. They concentrate very well and enjoy problem solving and working things out. This was evident during an observation of activities in the outdoor area of the Reception class.
- Even when teaching is occasionally less than good, pupils continue to behave impeccably. They apply themselves to their work and try their best.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel so safe in school because of the caring adults that look after them and know who they would turn to if they needed to. Pupils play safely with each other in the playground because there is so much exciting equipment for them to use during break and lunchtimes, and so many friendly adults to speak to.
- Older pupils have an excellent understanding of how to stay safe when using computers. This is because of the school's very thorough work in this area. Pupils have a very good understanding of risk, for example when using the school's playground equipment.
- Pupils say bullying is very rare and school records and inspection evidence support this view. Parents say that any bullying which does happen is dealt with effectively. Pupils understand the different forms of bullying that they could come across, for example name calling, and what to do if they meet with any.
- There have been no exclusions in the school over the last three years. Those pupils who find their behaviour hard to manage are supported exceptionally well by staff who have been well trained.
- Pupils' attendance has improved year on year since the previous inspection. Absence is now in line with the national average for primary schools. This is because of the school's excellent work with pupils, and with parents and families. Pupils are punctual to school and to lessons, and they move calmly, but quickly, from the playground to classrooms so that no learning time is wasted.

The leadership and management are good

- The headteacher and deputy headteacher have a detailed knowledge of each child and have high expectations for all pupils to achieve their very best. They are supported well by a team of effective middle leaders, staff and governors.

- Leaders have an accurate understanding of the quality of teaching across the school and have made improvements through a rigorous process of setting targets for teachers. A number of leaders and managers make regular checks on how well pupils are being taught and how much they are learning in lessons and in their books.
- The leadership and management of the Early Years Foundation Stage are good. The leader has a good understanding of how well children are progressing and has good plans for improving provision further.
- Self-evaluation broadly identifies the key strengths and areas for development in the key aspects of the school's work. The quality of the school improvement plan is good and identifies the right aspects for improvement.
- The curriculum promotes pupils' good achievement through a variety of subjects and activities. It is broad and balanced and meets statutory requirements. One of the strengths of the school's curriculum is the way that pupils develop their reading and writing skills across a number of subjects and themes during the year, as shown in their topic books. The school enhances pupils' experiences with a number of educational visits linked to topics. For example, a visit to Chatham Dockyard supported work in history and geography. The school also invites a number of visitors to the school to speak to pupils. There are some extra-curricular activities for pupils to attend during and after school, which enrich learning further.
- The promotion of spiritual, moral, social and cultural development is very strong and makes a very positive impact to pupils' excellent behaviour. Pupils learn about a variety of cultures represented in the school and across the world through a range of very good resources, units of work and through events like an annual Cultural Day. For example, Reception children made a superb model of a dragon and used this to perform in a special assembly for the rest of the school to mark Chinese New Year. Events and activities like this make the school a very harmonious environment for pupils, staff and families, irrespective of their background.
- The school engages with parents and families very well. As a result, all parents surveyed say they would recommend the school to others.
- The school makes effective use of the additional funding it receives for sport by employing a sports coach. This work has included developing pupils' understanding of sports from different cultures. Pupils speak very highly of this. The school is currently reviewing the impact this extra provision is having on developing pupils' healthy lifestyles.
- The local authority supports the school appropriately. It has an accurate understanding of the school's strengths and areas for development, and its judgement on the school's effectiveness matches the outcomes of this inspection. In addition, the school chooses to employ an independent consultant to provide additional support and challenge.
- **The governance of the school:**
 - Governors are very committed to the school. The Chair of the Governing Body provides a good steer and has recruited a number of governors with useful expertise and experience. Governors have an accurate understanding of the school's effectiveness and correctly rate it as good.
 - Minutes of the meetings of the governing body and its committees show that governors now get better information about how well pupils are progressing and the quality of teaching than they did in the past. However, the governing body is reliant on this information being provided by the school, rather than seeking confirmation for themselves. As a result, at times, this limits the support and challenge they are able to offer senior leaders.
 - Governors ensure that only those whose teaching is good or better are rewarded with higher pay. They also ensure that appropriate targets are set for teachers and leaders.
 - Governors check to make sure that extra funding is used wisely by the school, for example the additional funding it receives for sport and the pupil premium.
 - The governing body ensures that statutory safeguarding requirements are met, for example by ensuring that a number of staff and governors are trained in safer recruitment and that there are good records of checks made to vet staff.

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	102285
Local authority	London Borough of Havering
Inspection number	431292

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Craig Elliott
Headteacher	Ian Bakmann-Madsen
Date of previous school inspection	28 January 2009
Telephone number	01708 551712
Fax number	01708 551736
Email address	office@whybridge-inf.havering.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

