

# Crownfield Infants' School

White Hart Lane, Romford, RM7 8JD

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well. Standards by the end of Key Stage 1 are in line with, or slightly above, national average in reading, mathematics and writing.
- Achievement in Key Stage 1 is improving with faster progress being made in Year 1 than in the past.
- Teaching is good because most activities are carefully planned to help pupils make good progress.
- Leaders, managers and governors have ensured that teaching and achievement have improved over the last few years. Governors are well informed and understand how well the school is doing.
- The headteacher and her leadership team understand what needs to be done to improve the school further. They have set clear expectations for good teaching and support the staff to improve their practice. Staff and governors share this vision and ambition.
- Pupils speak very positively about their school and say that they feel very safe as a result of the school's excellent work in this area. They behave well and treat adults and each other with kindness and courtesy.
- Provision in the school for pupils' spiritual, moral, social and cultural development is very strong.
- Children make good progress in the Reception class.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. The most able pupils are not always asked questions that make them think deeply about topics so that they make rapid progress to the highest levels.
- Leaders in charge of subjects are not fully involved in checking on and improving the quality of teaching and learning.
- Achievement in writing has not improved as quickly as in reading and mathematics because pupils are not required to write at length regularly in a range of different subjects.
- Marking is not as thorough and detailed in other subjects as it is in mathematics and literacy books.

## Information about this inspection

- The inspectors observed 14 lessons or parts of lessons taught by nine teachers. In addition, they observed pupils' activities at a community walk, break time, lunchtime and during the breakfast club.
- A lesson was observed jointly with the headteacher, who also accompanied an inspector on a series of short visits to classrooms to look at the assistance offered to pupils who need additional support. The deputy headteacher accompanied an inspector on a tour of classrooms to collect evidence of the impact of spiritual, moral, social and cultural provision.
- Meetings were held with groups of pupils, representatives of the governing body, and subject and school leaders. A discussion took place between an inspector and a representative of the local authority.
- The inspectors took account of the 128 responses to the online questionnaire (Parent View) as well as informal discussions with parents and carers. The views of the staff were taken into account through meetings and the 30 responses to staff questionnaires.
- The inspectors listened to pupils read and discussed their choice of reading books.
- The school's own records on pupils' achievement for the current as well as previous academic years were scrutinised in addition to published information on pupils' achievement. Planning documents were examined, together with records relating to pupils' safety and welfare, including the school's single central record of security checks on staff, the behaviour logs and attendance records.

## Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Angela Podmore	Additional inspector
Tom Canning	Additional inspector

## Full report

### Information about this school

- The school is an average-sized infant school. The Early Years Foundation Stage consists of three Reception classes.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils who are eligible for free school meals and children who are looked after) is below the national average.
- The proportion of pupils from minority ethnic groups is in line with the national average. The majority of pupils are of White British heritage and small groups of pupils with African and Other White heritage comprise the next largest groups.
- The proportion of pupils who speak English as an additional language is slightly above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is a little below the national average. The proportion supported at school action plus or with statements of special educational needs is above the average.

### What does the school need to do to improve further?

- Improve teaching so that more is outstanding by making sure that:
  - teachers plan tasks, in subjects other than English, that require pupils to write in detail and at length
  - pupils' written work is marked using the same detailed systems that are used in literacy books
  - all teachers use questioning skilfully to challenge the most able pupils to give thoughtful and extended answers.
- Improve leadership and management of teaching further by involving middle leaders in checking on the quality of teaching and the rates of pupils' progress in their subjects.

## Inspection judgements

### The achievement of pupils is good.

- Children join Reception with skills that are generally slightly below those expected for their age. In the Early Years Foundation Stage, children make good progress and join Key Stage 1 with levels of development that are above the national average.
- The proportion of pupils reaching the higher levels at the end of Key Stage 1 dipped slightly in 2013. The causes for this have been identified, and leaders introduced new teaching schemes and ambitious targets. The progress records of pupils currently in Year 1 indicate that standards have consequently improved. High proportions of pupils, particularly those in Year 1 are now making better than expected progress in all subjects.
- Commitment to equal opportunities is evident because progress, particularly in reading and mathematics, is good for all pupils regardless of their starting points. Disabled pupils and those who have special educational needs are making the same good progress as their classmates. This also applies to pupils from minority ethnic groups and those who speak English as an additional language. This is because focused reading and 'mathematics mastery' programmes have been introduced, including training for all adults who support small groups in and outside the classroom. School leaders are aware that achievement in writing is not improving as rapidly in Year 2 and have made this a focus for their development plan.
- The most able pupils are making good progress and recent school records show that increasing proportions are now attaining high levels in reading. The more able pupils in Year 1 are also making good progress in mathematics and writing, and the work seen in their books was of a high standard. However, leaders are aware of the need to set pupils more consistently challenging targets and extended tasks in writing.
- The additional funding is used effectively to pay for small-group activities in reading and basic skills. In 2013, by the end of Year 2, eligible pupils had caught up with their classmates in reading. The gap in achievement between eligible pupils and others had narrowed in writing, but remained in mathematics. As a result of individual support, many of these pupils throughout the school are catching up well with their classmates, and in Year 1, they now outperform their peers in mathematics. The gap for the current Year 2 has also closed so that eligible pupils are now less than two months behind others in reading, writing and mathematics.
- There has been a renewed focus on phonics (the linking of sounds to letters) so that higher proportions of pupils met the standard in the Year 1 phonics screening check last year. School records indicate that this trend of improvement will continue this year.

### The quality of teaching is good.

- Teaching is good because strong and supportive relationships are established between all adults and pupils in the classroom and pupils are consequently keen to learn. Well-planned and stimulating tasks help pupils to make good progress.
- For example, in the Reception class, children develop a secure knowledge of letters and sounds. This is because adults provide opportunities for them to practise linking sounds to letters by using bricks in the outdoor area to make simple words that arise from their play.
- In Year 2, pupils were enthused by the opportunity to write with adjectives because the teacher provided some descriptions that interested them. After timed discussion and focused questioning, pupils were able to rephrase their drafts to include more adjectives, alliteration and complex sentences to enliven and improve their initial drafts of creative writing. As a consequence, all groups made good progress.
- Teachers mark work regularly and check that the pupils are subsequently responding to the advice given in their English and mathematics books. However, teachers are not consistently using the same detailed system for marking in other subjects, nor setting work in other subjects

that helps pupils to develop their skills in writing in detail and at length.

- Where learning is best, adults reshape tasks quickly if pupils are not succeeding, to make sure the work is neither too easy nor too difficult. Pupils often make rapid progress as a result.
- Well-trained teaching assistants give good-quality support to pupils who need additional help to complete tasks.
- The more able pupils are given extra tasks but are not always challenged by questions that support the deep and extended thinking required to meet the highest attainment levels.
- Teaching in the Early Years Foundation Stage blends the activities led by the teacher skilfully with those chosen by the children to support confident self-expression. Adults' questions draw out descriptions or calculations while the children are happily engaged in physical or creative tasks.
- Phonics is well taught. The headteacher strengthened the teaching system and increased the numbers of high-quality books available. Consequently, pupils now enjoy applying their reading skills and select books from the cosy school library for pleasure. In addition, imaginative 'book camps' with parents and carers have stimulated families to read together at home.

### **The behaviour and safety of pupils are good.**

- The behaviour of pupils is good. Their attitudes to learning are good as a result of the strong relationships established by teachers and other adults in the classroom. Pupils want to live up to their teachers' expectations and learners of all ages work cooperatively with each other. Behaviour is good, rather than outstanding, because pupils' attitudes to learning are not exemplary across all classes.
- Pupils behave well outside lessons, interacting constructively with adult helpers in the dining room and playground. They take pride in responsibilities such as 'hall helpers' or in looking after the school's chickens, guinea pig and rabbit. The school is effective in promoting good relationships. Pupils share the well-maintained playground areas sensibly and safely with the help of trained pupil 'playleaders'.
- Pupils take great pride in their environment and the striking displays of their work. They talk excitedly of 'their school' and offer constructive suggestions through their 'eco warrior' and school council meetings to make it better.
- The school's work to keep pupils safe is outstanding. Pupils believe that they are looked after well by the 'kind' adults around them, and adults' training for medical emergencies is very thorough. Parents and carers are included in safety training sessions. Pupils have a good awareness of personal safety, including internet, road and fire safety, because it is covered well in lessons and assemblies.
- Typically, pupils are well mannered. This is because all staff set a good example of being polite and courteous, be it in class or the playground, and pupils quickly respond to this.
- Pupils understand what bullying means, believe that there are few, if any, incidents, and speak confidently of the ways in which they are given help quickly if there is any unkind behaviour.
- Children in the Early Years Foundation Stage enjoy positive relationships in a secure environment. They follow well-established routines supervised by staff, who are well trained to cope with minor mishaps.
- A good range of sports clubs, including football, rugby, dance and karate participation in projects such as the bird hide, help to promote a healthy lifestyle. During the inspection, the whole school, along with many parents and carers, participated in a sponsored walk around the extensive school grounds.
- Attendance has improved markedly since the previous inspection and is now above the national average because of tenacious checking. There are no exclusions because behaviour management is effective.
- A large number of parents and carers responded to Parent View and they are unanimous in their belief that the school provides a safe and caring environment. Pupils enjoy

coming to school and are very pleased with the clubs and activities that have been provided for them.

## **The leadership and management** are good.

- The headteacher and her leadership team have developed a focused system for checking the quality of teaching and learning through lesson observations and scrutiny of pupils' books. As a consequence, improvements to the quality of teaching have resulted in rising achievement, particularly in the current Year 1.
  - Systems have been developed to make sure that only those teachers who meet required standards move up the salary scale. The headteacher does not avoid difficult conversations about teaching performance when these are necessary.
  - Middle leaders are not yet fully involved in improving teaching across the school by checking on the quality of learning in their areas of responsibility.
  - Leadership and management in the Early Years Foundation Stage are good because children's needs and interests are met effectively and helpful information is given to parents and carers to assist their children to learn outside school hours.
  - Provision to encourage spiritual, moral, social and cultural development is very strong. Pupils reflect on the differences between right and wrong in personal education lessons, and the consequence/rewards displays in every classroom support moral development. Older pupils, as 'play leaders', help to maintain positive relationships in the playground. Visits to an old people's home, wildlife trust and other venues all help to promote social confidence.
  - Pupils benefit from participation in French and Spanish clubs run by native speakers on the staff as well as international weeks that include food tasting. In addition, art, recorder, guitar and violin clubs, as well as the choir, all widen pupils' cultural horizons. There are striking displays illustrating the customs of different faiths. Visits to Good Shepherd Church and planning a memorial for a deceased pupil all extend pupils' spiritual understanding.
  - The primary school sports funding is being used to provide swimming lessons for all pupils in Year 2. Pupils' safe enjoyment and their self-confidence in the water have increased as a consequence. Pupils who had never been in the water before are now confident using armbands and some pupils are now happily jumping and diving in. An increasing number of parents and carers are taking their children to swimming clubs, thereby promoting a healthy lifestyle outside school hours.
  - Effective safeguarding systems meet statutory requirements and policies are applied consistently. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
  - Leaders work successfully with other schools. The school is supported by its partnership with two other infant and the neighbouring junior schools for checking the accuracy of teachers' assessments of pupils' work. The Early Years Leader has established relationships with 15 different pre-school settings to support sensitive transition into Reception.
  - The local authority has provided support to this good school by running training on effective leadership for governors in collaboration with two other infant schools. Local authority advisers also check the accuracy of teachers' assessments at the end of the Reception Year and Year 2.
- **The governance of the school:**
- Members of the governing body know the standards of achievement and teaching in the school. This is because the headteacher's comprehensive reports provide detailed information and governors are now beginning to ask more challenging questions about pupil outcomes. In addition, the governing body has undertaken a focused training programme on how to use the published data to compare pupils' performance with national figures. They make regular visits to the school on 'governor days' to satisfy themselves that reported improvements are indeed taking place. Governors understand the link between teachers' pay increases and pupils'

progress because they have revised the pay policy and receive summaries of teachers' performance from the headteacher. They are aware of what support has been provided to improve teaching and if there has been any underperformance. Checks are made that the additional funding is spent on the intended groups and governors hold leaders to account for the impact of the expenditure on pupils' performance. Safeguarding arrangements meet requirements and the budget is carefully managed to support the school improvement plan.

## 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

<b>Unique reference number</b>	101422
<b>Local authority</b>	Havering
<b>Inspection number</b>	443777

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Miller
<b>Headteacher</b>	Sharon Nacmias
<b>Date of previous school inspection</b>	27–28 January 2011
<b>Telephone number</b>	01708 741826
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