



# Whybridge Infant School

## Inspection Report

**Unique Reference Number** 102285  
**LEA** Havering LEA  
**Inspection number** 276687  
**Inspection dates** 7 February 2006 to 8 February 2006  
**Reporting inspector** Jacqueline Krafft

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

<b>Type of school</b>	Infant	<b>School address</b>	Ford Lane
<b>School category</b>	Community		Rainham
<b>Age range of pupils</b>	4 to 7		RM13 7AR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01708 551712
<b>Number on roll</b>	149	<b>Fax number</b>	01708 551736
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Purnell
<b>Date of previous inspection</b>	7 November 2000	<b>Headteacher</b>	Mr I Bakmann-Madsen

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 7 February 2006 - 8 February 2006	<b>Inspection number</b> 276687
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors of schools and one Additional Inspector.

## **Description of the school**

Whybridge Infant School is smaller than average and takes pupils mainly from the local area. The number of pupils on roll has been falling in recent years and the level of pupils moving in and out of the school at different times is higher than average. Pupils are mainly of white British heritage with fewer than average from other ethnic backgrounds. The percentage of pupils eligible for free schools meals has increased over the past few years and is above average. Fewer than average pupils have learning difficulties or disabilities and only a small number have a first language other than English.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Whybridge Infant School views itself as satisfactory but inspectors found it to be better than this. The school is a calm, caring place where pupils make good progress and achieve standards that are above average. This is because teaching is good, and very good for the youngest pupils. It caters well for the different needs of all pupils although some do not always know how to improve their work. The quality of provision and standards in the Foundation Stage are very good. The curriculum in Years 1 and 2 has a strong focus on the development of literacy and numeracy skills but does not give sufficient time for pupils to use these skills in developing their understanding of other subjects. Pupils' behaviour is outstanding. They have good relationships with staff and each other. They are confident, articulate and polite. The school takes great care of its pupils and they are given good support so feel safe and enjoy their learning. Following a year of turbulence the newly appointed headteacher and deputy headteacher are providing a clear direction for the school which is rightly starting to focus on improvement. They are putting in place a systematic programme of monitoring to identify areas for improvement but this work is not yet complete and does not include all subject leaders. There has been good improvement since the previous inspection except in improving the time given to all subjects. The school is in a good position to improve further and gives good value for money.

### **What the school should do to improve further**

Focus on: \* Improving self evaluation through the implementation of a rigorous and systematic monitoring programme involving subject leaders\* Broaden the curriculum to give appropriate time for all subjects\* Giving pupils more opportunities to apply their well developed skills in literacy and numeracy across other subjects such as geography and music.

## **Achievement and standards**

### **Grade: 2**

When pupils start school most have the knowledge and skills expected of their age. As a result of very good teaching in the Foundation Stage they make good progress and reach the early learning goals by the time they enter Year 1. All pupils make particularly good progress in mathematical development, personal, social and emotional development and reading. Pupils reach standards that are above the national average by the end of Year 2. They make good progress although this is slower in writing. Results have improved steadily over the last two years in reading and mathematics. Although results in writing fell in 2005 with fewer pupils reaching the higher levels, they remained above the national average. All pupils, including those with learning difficulties and disabilities and those who do not speak English as their first language, make good progress because teachers have high expectations and teach the basic skills pupils need well.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of all pupils are good because they know that teachers care for them and understand their different needs. Pupils develop good literacy and numeracy skills because they enjoy their lessons and work hard. Pupils' behaviour is outstanding. Attendance has improved recently because the school has taken good steps to reduce absence. Relationships are good and pupils treat each other and the staff with respect and courtesy. They feel safe and know who to talk to if they have a problem. Their spiritual, moral, social and cultural development is good. They know right from wrong, reflect on the feelings of others and know about other cultures and religions. They have a good understanding of healthy food and take part in regular physical activities. Through School Council pupils offer suggestions for improvement, for example, starting a Gardening Club. They perform in concerts and collect money for charities such as the NSPCC. Their good basic skills are equipping them well for future learning and adult life, for example the school council is deciding how to spend a sum of money to improve facilities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good with some in the Foundation Stage that is outstanding. Teachers plan the lessons well and have a thorough understanding of how to teach the basic skills, particularly those needed for reading. As a result pupils make good progress and reach high standards in mathematics and reading. Teachers make sure all pupils understand what they are learning. They design activities that are interesting and build on what pupils already know and can do. A variety of good resources, including information and communication technology (ICT), are used effectively to make lessons interesting and fun, so pupils work hard and concentrate well. They choose tools and equipment they need for themselves and use them safely and confidently. There are clear classroom routines so pupils know what is expected of them, listen attentively and have good attitudes to learning. Lessons move at a brisk pace, especially when clear time reminders are given. Questions are used skilfully to assess pupils' understanding and identify if additional help is needed. Teaching assistants support these pupils effectively in lessons. However, sometimes pupils are taken out of lessons for this support too often. Teachers monitor the progress pupils make through regular assessments but sometimes pupils do not always know how they can improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall. A strong emphasis is placed on basic skills so pupils achieve above average standards in reading, writing and mathematics. Provision

for pupils with learning difficulties and disabilities has improved although support for pupils is still planned to take place out of class too often. Increased resources for ICT are beginning to improve both how the curriculum is planned and the skills pupils develop. However, the curriculum is not well balanced and pupils do not have sufficient time to increase their knowledge and apply their literacy and numeracy skills in other subjects such as geography and music. The provision in the Foundation Stage is very good and pupils enjoy a broad range of well planned activities that cover all areas of learning well. There is a good range of well attended clubs at lunch time and after school, including French, gardening and football. Pupils perform in concerts and enjoy visits from the fire service and police. These activities help them to understand the benefits of being involved with the community.

## **Care, guidance and support**

### **Grade: 2**

The school provides a calm, caring environment. Pupils say, and their parents agree, that they feel safe and secure. Procedures to ensure health and safety, including child protection, are fully in place and understood by all staff who are appropriately trained. There are good links with other agencies. Work with the Education Welfare Service is helping to improve attendance. All pupils receive good support and achieve well because their progress is monitored carefully and they are set clear targets. Those pupils with learning difficulties and disabilities have appropriate individual education plans which are reviewed regularly. Pupils are given good guidance on their personal development and well-being and on how to complete learning tasks. Marking of their work, however does not always let them know how to make their work better.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Following their very recent appointments, the headteacher and deputy headteacher are providing a clear direction focused on improvement. This is valued by parents and governors. They are improving the quality and effectiveness of self evaluation by introducing a monitoring programme to identify where improvements need to be made. But because this is new, it is not yet gathering enough information for them to make accurate judgements about all aspects of the school. The role of subject leaders in monitoring, evaluating and ensuring sufficient breadth in subjects other than literacy and numeracy is not established. However, information about how well pupils are doing is now being shared. Provision for pupils with learning difficulties and disabilities is improving and the headteacher recognises the need to reduce the time they are withdrawn from class for extra support. There is now a full complement of governors who give enthusiastic support to the school. The headteacher is now involving them more closely so that they have an informed view of the school. The budget has been well managed and there is good quality equipment suited to pupils' needs, particularly the youngest pupils. The steps taken to improve how leaders monitor the work of the school mean they are now in a good position to improve it further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	NA
Learners are educated about sexual health	NA
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for making us feel so welcome when we visited your school. We enjoyed our visit, looking at your work and seeing you in lessons. We especially liked talking with so many of you at playtime and lunchtime. We think your school is good.

What we liked most about your school\* You are doing well at school and work hard for your teachers\* You are very well looked after and enjoy your lessons\* You behave extremely well, are polite and care for each other\* You have lots of good books and equipment to use which make your time in school fun\* Your parents are happy with the school.

What we have asked your school to do now\* Give you more time to learn about subjects other than mathematics and English\* Help you to use what you learn in literacy and numeracy in other subjects\* Find out more about what will make the school even better. We would like to thank you again for making us so welcome and hope that you carry on working hard and doing well.

Yours sincerely

Jackie Krafft HMI

Her Majesty's Inspector