



Cippenham Infant School

Inspection Report

Unique Reference Number 109901
LEA Slough LEA
Inspection number 278307
Inspection dates 21 September 2005 to 22 September 2005
Reporting inspector Christopher Redman HMI

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

Type of school	Infant	School address	Dennis Way
School category	Community		Cippenham
Age range of pupils	4 to 7		Slough, Berkshire SL1 5JP
Gender of pupils	Mixed	Telephone number	01628604732
Number on roll	267	Fax number	01628669518
Appropriate authority	The governing body	Chair of governors	Mr Edward Rance
Date of previous inspection	8 February 2000	Headteacher	Mrs V Henderson

Age group 4 to 7	Inspection dates 21 September 2005 - 22 September 2005	Inspection number 278307
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one contracted inspector.

Description of the school

Cippenham Infant School is situated in Slough in an area which includes private, local authority and rented accommodation. There are 267 pupils on roll. The number of pupils who are entitled to free school meals is low, about half the national average. Attainment on entry to the school varies widely but is about average overall. The number of pupils with special educational needs is broadly typical of schools nationally. About two fifths of pupils are from heritages where English is not the first language. The school received a School Achievement Award for 2001-2002 and the Healthy Schools Bronze Award in 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Cippenham Infants School believes that its overall effectiveness is outstanding and the inspectors agree. The progress the pupils make in the Foundation Stage is good and they reach above average standards particularly in their oral and written communication. By the end of Year 2, the pupils have made outstanding progress and reached exceptionally high standards, particularly in reading and writing. The excellent achievement of the pupils reflects the very high expectations of their teachers, the challenging teaching and the very effective individual support provided. There is an ethos of strong personal development and the promotion of health and safety that underpins the school's work. As a result the pupils thoroughly enjoy learning and socialising, approaching work and play with enthusiasm, interest and pride and behaving very well. Relationships between adults and pupils are excellent; the pupils feel confident in securing adult help when they need it for academic, medical or emotional reasons. The provision for the pupils who have special educational needs, or whose first language is not English, is outstanding and they make excellent progress. The leadership of the headteacher and senior managers is outstanding. Teamwork amongst the staff is particularly strong, fostered by the organisation of teachers and their assistants into year teams; this has helped develop frequent professional debate and consistent searching for improvement. Strategic planning is very good and reflects effective self-evaluation so that the school regularly identifies areas for further improvement and prioritises them sensibly. The inspectors agree with the school that the provision for science could be further improved and links between subjects could be made stronger helped by a greater involvement of subject coordinators in leading curriculum developments; they also agree that the assessment and tracking of the progress of individuals and groups of pupils could be further improved. The school has very effectively addressed the three areas for improvement identified at the time of the last inspection in 2000. Financial management is effectively monitored by the governors and is now outstanding; pupils who speak English as an additional language are set relevant targets which are regularly reviewed; and the teaching of physical processes in science has improved so that it is now very good. These achievements, the improvements to standards, teaching and learning, and the ethos of high expectations and care demonstrate that the school provides good value for money and has an outstanding capacity to improve even more.

What the school should do to improve further

The school recognises the following areas for improvement on which it has started to take action: * improve the tracking of the progress of individuals and groups of pupils; * develop the role of the curriculum coordinators so that they are more involved in leading improvements in their subjects; * further enhance the provision in science and improve links across the curriculum;

Achievement and standards

Grade: 1

The standards pupils reach by the time they leave school are exceptionally high. They have improved greatly since 2001. Attainment is highest in reading and writing as a result of the strong focus on these subjects throughout the school. By the end of the Foundation Stage pupils reach above average standards, particularly in their oral and written communication. Pupils start school with average standards. They are given high quality individual support which increases each year so they make good progress during Reception and outstanding progress during Years 1 and 2. The school's inclusive ethos enables the pupils to make outstanding progress by the time they leave the school. Each pupil is set very challenging targets at the beginning of Year 1 which are revised in Year 2; the school's high expectations ensure that nearly all pupils meet their targets.

Personal development and well-being

Grade: 1

The school rightly considers personal development and well-being to be strengths. The pupils' attitudes and behaviour in lessons and around the school are very good; they are keen to succeed, and work extremely hard. Their relationships with each other and their teachers are extremely good, reflecting the strong emphasis which the school places on their personal development. In a recent survey, the overwhelming majority of the pupils responded that they like being at school and enjoy learning. Last year, the rate of attendance was just below the national average. However, the most recent figures show that attendance is now broadly typical of primary schools. The pupils' spiritual, moral, social and cultural development is excellent. Moral and social issues are addressed very well through the programme for personal, social and health education. Healthy living is promoted effectively throughout the school, and pupils are taught very well about the importance of diet and exercise; as a result, they have an excellent understanding of ways in which they can care for themselves and stay safe. The pupils are developing a very good understanding and appreciation of other cultures and traditions both locally and more widely; for example, during last year's 'Arts Week' they learned about Morris and Maypole dancing as well as traditional Indian dances. The pupils have very good opportunities to express their views and opinions, to listen to the views of others and to take decisions about the running of the school. All pupils responded to a questionnaire about what the school does well and what could be improved. Their views were shared with teachers, governors and parents. Appropriately, the school is introducing a school council to give pupils even more responsibility for aspects of school life that directly affect them, and provide them with an awareness of democratic processes.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding; it has improved since the previous inspection in February 2000 when it was judged to be very good. The key aspect that helps the school achieve high standards is the effective provision to meet each pupil's learning needs. Where these needs are identified in lessons, teaching assistants are deployed effectively to help; the support also includes lessons provided by teachers who take small groups for particular help or to boost the attainment of high achievers. Another aspect on which the school rightly focuses is teaching reading very effectively and deploying resources, such as volunteers, to further this objective. All of the 13 lessons seen were conscientiously planned, prepared and organised; their structure was very good, providing the pupils with opportunities to work together and individually. A notable feature was the teachers' high expectations of what the pupils should achieve and the frequent careful provision of challenging work at different levels matched well to the pupils' previous attainment. The pupils were often praised for their work; this helped to motivate them to achieve well and to have confidence in learning. The pupils were asked many challenging questions that expected them to think in order to solve problems or extend their understanding. The teachers explained clearly and in a manner that held most pupils' attention. Behaviour was managed very well; there were clear expectations of good behaviour with which the pupils complied readily. The pupils enjoyed learning and made very good progress. Most listened attentively and readily answered questions. Listening and speaking was above the standards typical of the pupils' age. They used their time well, energetically completing the tasks set and enjoying the challenge of their work. They explained their work confidently and took pride in what they achieved. The quality of assessment is good. Its strengths are the depth of knowledge that teachers have about all of their pupils which they use well in planning future work for them. It is this sharply focused support, often provided effectively by teaching assistants and support teachers, that underpins the outstanding progress that pupils make. The teachers keep careful records of progress in the Foundation Stage and the school has recently introduced comprehensive booklets for recording progress on all subjects in Years 1 and 2. The school, rightly, is working to strengthen its systems for tracking the progress of groups and individual pupils and more frequently setting each pupil targets for what they should know and achieve. The pupils' written work is marked regularly. The marking in literacy is outstanding, identifying errors clearly and setting well focused targets for improvement to which the pupils respond well. The marking in other subjects responds to the pupils work, often with praise, but does not set targets so effectively. The provision for the pupils with special educational needs is outstanding. Well chosen targets are set and reviewed each term; parents are suitably involved in this process. Class teachers are given excellent support to ensure the pupils receive appropriate teaching in lessons. Similarly, the pupils learning English as a new language receive outstanding support.

Curriculum and other activities

Grade: 2

The curriculum is broad and suitably balanced, and provides a wide range of activities which promote learning very well. Throughout the school, valuable consideration is given to attitudes towards learning as well as subject content. In Year 2, the pupils are grouped by ability in mathematics and literacy and make outstanding progress. The school has addressed the previously identified weakness in the teaching of physical processes in science, which is now very good, and is rightly focusing on improving some other areas in science. The school recognises that the next stage in developing the curriculum is to improve strategies where learning objectives from more than one subject can be achieved in a module of work in addition to the existing events such as the Arts Week. The school provides a range of extra-curricular activities, predominately sports, which add extra enjoyment and interest to some of the pupils' learning. Very good provision is made to encourage the pupils' to keep healthy and safe; this is emphasised at every available opportunity. There is a very effective personal, social and health education programme which helps the pupils to grow in confidence and understand that they have a useful contribution to make to the community.

Care, guidance and support

Grade: 1

Pupils are exceptionally well cared for from their first day at school. The school successfully promotes healthy lunchboxes and walking to school, and safe practices in lessons such as when using scissors. There are thorough risk assessments for practical activities. The school goes to great lengths to safeguard pupils' welfare. It follows up issues promptly and very effectively, working closely with parents and carers. Relationships between adults and pupils are excellent so that the pupils feel confident in securing adult help when they need it for academic, medical or emotional reasons. At playtime, there is a very good range of equipment and benching to help the pupils socialise.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership and a clear vision for the school. A key element to securing the high standards and outstanding progress made by the pupils is the headteacher's emphasis on high expectations and challenging work that permeates much of the teaching. This clear focus is reflected in the way in which the senior managers monitor teaching and learning. The headteacher has also fostered excellent teamwork amongst the staff; frequent informal professional discussions about teaching approaches and the planning of work by year teams have contributed to an ethos where improvement is actively sought. The headteacher is very well supported by her deputy and the three year leaders. The delegation of responsibilities to Heads of Year has helped the school maintain its high quality of provision. Teaching

is enhanced by the thorough professional discussion by year teams before lessons are delivered to the pupils. The Heads of Year effectively secure cohesion in the curriculum and continuity as the pupils move through the school. The arrangements for line management are suitable for the school's needs and performance management is used well to set targets and foster high expectations of what the pupils should, and indeed do, achieve. Strategic planning is very good and reflects effective self-evaluation. Relevant priorities are identified and suitable plans to address them are written; this has helped the school to steadily improve its provision and the pupils to achieve higher standards. It demonstrates that the school has an outstanding capacity to improve. As part of this process, training for staff and the sharing of new knowledge and techniques are encouraged and effectively used to improve teaching and learning; to recognise these achievements, the school was awarded 'Investors in People' in 2005. The school has rightly identified that the roles of subject coordinators should be developed as a priority for this year. Currently, coordinators effectively manage resources and provide help to colleagues who seek it. Some major improvements have been led by individual coordinators, for example, the provision of new information and communication technology resources. However, the prime initiators of improvements in the quality of the curriculum have been the Heads of Year and it is recognised that the subject coordinators should be more involved in this process and the tracking of the pupils' progress. Governance is good. The governors are well informed about events and developments and they are highly supportive of the work in school. Some actively support teaching and learning by regularly listening to the pupils reading. Visits to the school are common, but they have yet to be consistently and systematically organised to form a rolling programme to monitor the school's achievements. Financial planning is outstanding and suitably related to the school's planning for improvement. The issues raised about financial management when the school was inspected in 2000 have been fully addressed. Governors are systematically involved with checking the budget during the year. The budget is healthy and the surplus is being used well to improve the fabric of the building and to develop curriculum resources, particularly the quality and number of computers. Spending on staffing is particularly well targeted to help those pupils who are experiencing difficulties with their learning, the gifted and talented and pupils who speak English as an additional language and contributes significantly towards the high standards achieved by the pupils. The school is oversubscribed and very highly respected by parents who overwhelmingly enthusiastically sing its praises. Attendance at parents' evenings each term is very good; parents help their children with homework. Some support the school by assisting in lessons and sharing their expertise and experience with the pupils. The school keeps parents well informed about the work their child will do and the progress they make. The school has developed good relationships with the local community and uses these contacts well. For example, an attractive garden has been constructed by a local firm to help the pupils understand the importance of herbs, vegetables and fruit in a healthy diet. The recent refurbishment and extension of the school's building has enhanced the environment and facilities for the pupils; they are well used to extend the pupils' learning experiences. Professional services such as educational welfare, educational psychologist and social services work well with the school to provide support where it is required.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

You may remember that we came to visit your school recently. We were finding out how well you were doing. Thank you for being so friendly. We enjoyed listening to you telling us all about your school. We are writing to tell you what we found out.

You told us how much you like school. We think your school is excellent. You are very lucky to be at a school where the teachers make lessons so interesting. We are impressed by how quickly you are learning. Your work is very good and you are right to feel proud of it. We know that people in your school look after you very well and that you can go to somebody if you are worried about anything. We were impressed by how well you were helped to learn new things. We know you are taught how to be happy and safe, and how to keep healthy. You have a beautiful school with new buildings. There are lots of interesting things to do at playtime. We know you enjoy playing with your friends. You behave very well and look after each other.

You are lucky to have such a good headteacher. She is making sure that you read well and that the work you do helps you learn fast. Your teachers are planning to make your science lessons even more interesting. They are going to give you targets to achieve when you do new work and look even more carefully at how quickly you learn. It is important to pay careful attention to the targets your teachers will set you. We know you will try your best to achieve them. In this way we think you will do even better. Thank you for being so helpful when we visited. We enjoyed our two days with you.