



Jerounds Community Infant School

Inspection Report

Better
education
and care

Unique Reference Number 115023
LEA ESSEX LEA
Inspection number 279500
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Mr. Tim Boyce LI

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

Type of school	Primary	School address	Pyenest Road
School category	Community		CM19 4PH
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01279423485
Number on roll	155	Fax number	01279431352
Appropriate authority	The governing body	Chair of governors	Mrs. Jean Clark
Date of previous inspection	3 July 2000	Headteacher	Mrs. Katherine Holland

Age group 4 to 7	Inspection dates 28 September 2005 - 29 September 2005	Inspection number 279500
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This infant school is located in a residential area of Harlow. Parents are generally very supportive and the majority of the children start the school with broadly average standards. There are few children from minority ethnic groups and almost all speak English at home. The school's population is very stable and the proportion of pupils with special educational needs is lower than is usually found.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and rapidly improving school that knows itself very well and is striving, with success, to provide its children with the best possible education. Achievement is good and children attain higher than average grades in reading and mathematics. Standards in writing are satisfactory and the school is now working very hard to improve its performance in this area. Children in the reception make good progress so that most exceed the expectations of their age. The spiritual, moral, social and cultural development of the children is good and as a result personal development is good; children are constantly encouraged to behave well and get on with each other. Teaching is good and the committed and enthusiastic staff work very hard to make learning exciting and fun for all the children. Teaching in the reception classes is good and the children are making a really good start to school. The quality of care is outstanding. The school has an extremely inclusive and very positive ethos. All staff work very hard together as a team to ensure that all children feel confident and safe in all that they do in school. The views of parents are regularly sought and are acted upon promptly. Parents and children are delighted with the job that the school is doing. Improvement since the last inspection is satisfactory and the school has dealt effectively with the two issues identified. The school views itself as good, and is right to do so. The leadership and management are good overall. The leadership and management of the headteacher is outstanding and she has inspired the school community with her passion and enthusiasm. The school is aware of the need to further develop the roles of subject co-ordinators and has put in place a good range of solutions to achieve this. Whilst governance is satisfactory the governors are working to become more strategic in their role and understand the need to hold the school to account. The scope for further improvement is good. The value for money is good.

What the school should do to improve further

1. Implement the planned improvements to the teaching of writing so that standards are raised. 2. Further develop the professional roles of subject managers so that they have a better understanding of quality and standards in their areas of responsibility and can further raise standards. 3. Improve the effectiveness of the governing body so that the school is constantly challenged to perform even better.

Achievement and standards

Grade: 2

Children join the reception class with skills and knowledge typical of their age. They make good progress and most exceed expectations in all aspects by the time they enter Year 1. Children also make generally good progress in Years 1 and 2 although the school has identified the need to improve progress in writing, where standards, though satisfactory, still have scope for improvement. Standards in reading, writing and mathematics were all broadly average in 2004. Significant improvements to the teaching and the curriculum have since been made and resulted in the marked

improvements made in reading and mathematics. Standards in these two subjects are now higher than are usually found by the end of Year 2 and are higher than the grades achieved in the past five years. Children with special educational needs make good progress, as do those who do not have English as their first language. Boys and girls achieve similarly high standards.

Personal development and well-being

Grade: 2

Children thoroughly enjoy being at school and parents report they often have difficulty persuading them to come home at the end of the day. This enjoyment is reflected in their good achievement in lessons and the very positive attitudes they develop. They love being part of the vibrant and stimulating community that the school provides and are effectively encouraged to develop positive self-esteem and great respect for the views and opinions of others. There is good provision for the spiritual, moral, social and cultural development of the children and this has a very beneficial impact on personal development and behaviour. Children are encouraged from their first days in school to keep safe and healthy and even the newest reception children know the importance of taking regular exercise. They are given numerous opportunities to learn about the local community and are helped effectively to develop the key skills that will support their future economic well-being. Attendance is average.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching across the school is good, with evidence of some outstanding practice. Teachers make skilled use of questioning and discussion to develop children's self-confidence and to widen their understanding at all levels. Behaviour management strategies are wide-ranging, positive and effective, allowing all children to learn at a rapid pace. The very good collaboration between teachers and learning support assistants ensures that the needs of different groups of children are very well met. The school has worked hard to develop consistent, high quality planning. The teachers make good use of this to provide activities that excite and challenge the children. Those children with lower attainment and those with special educational needs are well supported, as are the higher attaining children, and this reflects the high expectations that teachers have. Throughout the school, assessment is used well in identifying the needs of individuals and groups. Teachers make good use of the assessments of children's learning when planning subsequent work, in making children aware of how well they are doing and in identifying where they need to improve. The school has perceptively targeted particular groups of children who could improve their written work, and has made a very good start in implementing this plan.

Curriculum and other activities

Grade: 2

The curriculum is good throughout the school, and meets the needs of all children well. Several subjects are taught together through carefully planned topics. The best features of reception planning are continued into the early stages of Year 1 which leads to a seamless transition in the learning of the children. The provision for personal and social education is good and strategies to encourage the health, safety and well-being of children have been carefully woven into the curriculum. The school has introduced additional physical activities to help the children understand the importance of a healthy life style. A suitable range of well supported extra-curricular activities, organised during the lunch period, further enrich the curriculum

Care, guidance and support

Grade: 1

All staff demonstrate very high levels of care and commitment and the support and guidance they provide for the children are outstanding. This makes a very positive contribution to the achievement and personal development of all the children. Rigorous child protection procedures are well known by all staff and are implemented very effectively. Risk assessments are completed as necessary and ensure that children always learn in a safe environment. Children reach challenging academic and personal targets and their views are regularly sought and acted upon. The school has very good relationships with parents and other agencies and all groups work together well as a team to ensure that learners make good progress. Children learn about their rights and responsibilities and know how to get help and advice when they need it. Children are proud of the responsibilities they are given within, for example, the playground 'buddy' system; they take their duties very seriously, to very good effect. This makes a strong contribution to their personal development and well-being.

Leadership and management

Grade: 2

Leadership and management are good overall and are considerably enhanced by the inspirational leadership provided by the headteacher. Her unstinting commitment to achieving the very best is one reason for the school's significant improvement over the last three years. There is a clear sense of purpose that is fully shared by all staff who, as a result, work very well as a team. Subject managers have opportunities both to support their colleagues and to monitor quality and standards. The capacity for further improvement is good. The effectiveness of the school's systems for checking how well it is doing are good; the school had identified for itself the same issues for improvement as the inspection team. The views of all members of the school's community are valued and are reflected in the consistent drive to further improve standards. Partnerships with local nursery schools and with the junior school are good in providing continuity in children's learning, and are planned to develop further. Governance is satisfactory. Through the headteacher's clear and open reports, meetings

and visits, the governing body is kept well informed. Planned improvements in the work of the governing body have already seen governors paired with subject leaders. Focused visits are planned in the near future to further strengthen governors' understanding of the effectiveness of their school and enable them to ask more challenging questions of the staff. Financial management is effective in the way in which resources are allocated to identified priorities. Value for money is good.

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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>	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?	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	1	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?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	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	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	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	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

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	Yes
Learners are educated about sexual health	Yes
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

Dear Children Thank you for making us so welcome when we visited your school last week. We thoroughly enjoyed talking to you and your teachers, looking at your work and finding out about the things that you enjoy most in school. We both think you all behave and get on very well together and we were really impressed with the very polite and grown up way that you talked to us about your school. We think you are very lucky to go to such a safe and caring school, especially as all the staff and governors are interested in what you do and know you well. We expect you will be seeing some of the governors even more often in the future as they visit classes to find out even more about what you are doing. Your teachers are working very hard on new ways to make lessons even more interesting and we are sure you will soon be learning even more exciting ways of improving your writing. We hope you continue to enjoy life in your school and we wish you well for the future.