



Malvern Way Infant and Nursery School

Inspection Report

Unique Reference Number 117133
LEA HERTFORDSHIRE LEA
Inspection number 279992
Inspection dates 21 February 2006 to 22 February 2006
Reporting inspector Mrs. Joyce Cox LI

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

Type of school	Primary	School address	Malvern Way
School category	Community		WD3 3QQ
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01923 773430
Number on roll	312	Fax number	01923 711664
Appropriate authority	The governing body	Chair of governors	Mrs.Emma Barker
Date of previous inspection	26 June 2000	Headteacher	Mrs. Janet English

Age group 3 to 7	Inspection dates 21 February 2006 - 22 February 2006	Inspection number 279992
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average Infant and Nursery school serves a suburb of Rickmansworth, in Hertfordshire. The large majority of children are from White British backgrounds and just over a quarter of the children are from minority ethnic backgrounds. A very small number are at an early stage of learning English. The number of pupils eligible for free school meals is lower than average. A small proportion of pupils have learning or physical difficulties. Children's attainment on entry to the Nursery varies from year to year but is usually average when compared to that of children of a similar age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school that its effectiveness is satisfactory and that it provides satisfactory value for money. The headteacher is a good leader and, together with the senior management team, has successfully put many initiatives in place to begin to improve pupils' achievement. However, the implementation of these improvements has been hampered by difficulties in recruiting and retaining staff. For instance, there is currently no Foundation Stage leader. The majority of the parents think the school is doing a good job. They believe that, 'Children seem happy and there is a relaxed and caring atmosphere in the school.' Pupils' personal development is good and the school takes good care of all its pupils. Attendance figures are above average. Children in the Nursery make good progress and the Reception children are settled and make satisfactory progress. The quality of teaching and learning varies throughout the school but is satisfactory overall. Senior leaders have correctly identified the need to implement ways of making sure that the quality of teaching and learning is consistently good in all classes. The school has made good improvement since its last inspection and has successfully tackled the areas to develop. The capacity for improvement is good, as demonstrated in the improved test results at the end of Year 2 in 2004 and 2005 and in the strong leadership and management of the headteacher.

What the school should do to improve further

- Continue with the strategies in place to raise the quality of teaching and learning and to ensure good consistency in all classes. - Carry on improving provision in the Reception classes by appointing a Foundation Stage leader.

Achievement and standards

Grade: 3

Children's attainment on entry to the Nursery is broadly average. Across the school pupils, including those with learning difficulties and the few who speak languages other than English, make satisfactory progress. However, there are some inconsistencies in pupils' progress. This is because there are variations in the quality of teaching. Where teaching is particularly good, pupils make especially good progress. There has been an improving trend in pupils' achievement, and standards are now higher than they were two years ago in reading, writing and mathematics. By Year 2, standards are just above the national average overall. Children's achievement in the Nursery is good, and satisfactory in the Reception classes. They make sound progress overall and learn a satisfactory range of basic skills. Good attention is paid to teaching children about the sounds that letters make. This prepares them well for reading. Years 1 and 2 pupils make good progress in reading. The school has a good range of new reading books and pupils report that they really enjoy reading both fiction and non-fiction books. Handwriting is taught systematically and pupils present their work neatly.

Personal development and well-being

Grade: 2

Pupils have good attitudes to learning and most are keen to succeed. Almost all are well behaved, attend regularly and enjoy their lessons. All staff show good respect for pupils and this helps them to create good role models, so that older pupils develop courteous approaches towards adults and for the achievements of their friends. They take classroom responsibilities seriously and do their best to support the smooth running of the school. Those with special responsibilities, such as the school councillors, are involved in improving playtimes by setting up games boxes and skipping ropes. They have also been involved in setting up 'Silver Rules' for behaviour at lunchtime. Pupils' spiritual, moral, social and cultural development is good. There is a good programme of personal, social and health education which helps pupils to understand how to stay safe and maintain healthy life styles. The school is currently working towards achieving a Healthy Schools Award. New physical education equipment, extra-curricular sports programmes and increased teaching resources have improved pupils' understanding of healthy active lifestyles. They know the importance of eating five fruits and vegetables a day and drinking lots of water. They are encouraged to think about others and develop their economic well-being by raising funds for charities. The school makes sure that all pupils develop a satisfactory range of basic skills and sensible attitudes that prepare them well for their future education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching and pupils' progress vary throughout the school. Children's achievement is good in the Nursery, as they are completely absorbed in a range of skilfully planned and enticing activities. They are encouraged to be confident and independent learners. However, this good practice is currently not so evident in the Reception classes, where children have too few chances to select their own resources or activities or to engage in purposeful play. The best teaching in the school makes sure that pupils' work is skilfully matched to their ability and that more able pupils are challenged. For example, in an outstanding Year 1 lesson, pupils were completely engrossed in devising different ways to spend fifty pence. Although some pupils found this hard, they persevered and achieved very well because of the highly effective way in which the teacher explained the different values of coins. Pupils with learning difficulties are included in all lessons satisfactorily, with the result that they make adequate progress. The few from minority ethnic backgrounds achieve satisfactorily and benefit from the school's focus on developing speaking and listening skills. Senior leaders are working hard to make sure that all teachers explain to pupils what they are looking for specifically in pupils' work, so that they are able to evaluate their successes effectively at the end of lessons. Assessment procedures are satisfactory. Teachers mark work regularly and encourage pupils by way of positive comments.

Consequently, pupils in Year 2 say that they know how to improve their work. Pupil's progress is tracked well in English and mathematics.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school places a strong focus on improving pupils' skills in reading, writing and mathematics, so that they achieve at least satisfactorily. There is a good curriculum in place in the Nursery class. Children are guided effectively in adult-led activities and encouraged to choose from a well-planned range of purposeful play activities. The curriculum is satisfactory in Reception classes but children do not have enough opportunities to select their own activities indoors and outdoors. The school has recently linked subjects together into themes more effectively, to motivate and excite pupils. The recent introduction of interactive whiteboards into each classroom has stimulated pupils' interest generally. The school supports pupils with learning difficulties and disabilities satisfactorily. Pupils whose home language is not English have satisfactory support and the school promotes a 'buddy' system, whereby pupils learn from a friend. A good range of visits and visitors enhances pupils' understanding and enjoyment of their learning. The school provides good enrichment activities at lunchtimes and after school, which, apart from a music club, are financed through parental contributions.

Care, guidance and support

Grade: 2

The school is a safe place in which pupils feel happy and secure. Pupils say that they would know where to turn for help if a problem arose. The school pays close attention to health and safety issues and carries out careful checks on equipment and premises. Child protection arrangements are good and clearly understood by all staff. Teachers and support staff are sensitive to the needs of individuals and work hard to help all groups to make at least satisfactory progress. Individual plans, designed to meet particular needs, are drawn up and most of these include clear targets that are shared with pupils. Some of the targets are imprecise and do not state exactly what pupils need to do to reach the next stages in their learning. The progress of pupils with learning difficulties is carefully monitored and parents are invited to review the progress their children are making. The vast majority of parents who returned questionnaires said that they welcomed the good care, guidance and support that their children receive.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher has a clear vision and a strong sense of direction for the improvement of pupils' learning experiences. Senior managers form an effective team and know the school's strengths and weaknesses well. The school's self-evaluation is accurate and provides a good

platform upon which to build for the future. Subject leadership is focused on improving provision and standards and is beginning to be successful in addressing current areas for development, such as raising standards of pupils' writing. The school provides a systematic and structured programme of monitoring of pupils' work and lesson observations. However, although improvements have been made, there are still some inconsistencies in the quality of teaching and learning within year groups. Currently, there is no leader of the Reception and Nursery classes to ensure consistently good provision. Parents and pupils have been consulted in a variety of ways and their views have led to some changes. For example, a ramp to aid the movement of bikes and buggies around the school was installed last autumn following parental requests. The school works effectively with external agencies to provide satisfactory support for pupils with learning difficulties and disabilities. The governing body fulfils its role satisfactorily. Recent new recruits have attended appropriate induction training. Governors are actively involved in school development and in reviewing its effectiveness and some make regular visits to the school. They are supportive of the school and becoming increasingly involved in decision-making. They have established good financial procedures and manage funds efficiently.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

Thank you for welcoming us to your school when we visited. It was a pleasure to talk to you and see you working and playing. This letter is to tell you about some of the important things we saw. The headteacher, teachers and all the other staff encourage you to be happy, healthy and safe at school, and they make sure that you have opportunities to learn new things. You behave well and this makes it easier for the teachers to teach and for you to learn. You told us that you do not like it when people misbehave, but you know what to do to help them. You enjoy looking after each other, such as when you are playground friends or are on the school council. Your headteacher and all the teachers are keen to make the school even better for you. We think that they need to make sure that the teaching is really good in all the classes. It would also be great if the school could find a teacher to make sure that the Reception children get a really good start to their school life. It was good to find out that you are happy at school and that your parents say you like coming to school. Keep on working hard and being good at Malvern Way.