



# Knowle Park Nursery and Infant School

Inspection Report

**Unique Reference Number** 125092  
**LEA** Surrey LEA  
**Inspection number** 281883  
**Inspection dates** 22 May 2006 to 23 May 2006  
**Reporting inspector** Sue Vale AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Knowle Green
<b>School category</b>	Community		Staines
<b>Age range of pupils</b>	3 to 7		TW18 1AJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01784 457933
<b>Number on roll</b>	237	<b>Fax number</b>	01784 449471
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Strehlow-Jones
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Mrs M Robertson

<b>Age group</b> 3 to 7	<b>Inspection dates</b> 22 May 2006 - 23 May 2006	<b>Inspection number</b> 281883
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Knowle Park Infant School has 237 children including 78 part-time places in the nursery. Not all children go on to attend the school from the nursery. Since the previous inspection, in October 1999, there has been a notable increase in the number of children coming from socially deprived backgrounds. One tenth of children are entitled to free school meals and increasing numbers of children start at nursery and reception with limited language skills. About one fifth of the children are learning English as an additional language. The school was without a permanent headteacher for two terms. The current headteacher took up her post at the beginning of this year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

As one parent comments, 'Knowle Park is a lovely caring school.' This is indicative of the way parents and families feel about Knowle Park which is a good school. The inspection team agrees with many of the judgements made by the school itself although in some areas, it has underestimated its own effectiveness. These areas are teaching and learning, the curriculum and the standards and progress of children.

Children begin school with standards broadly as expected for their age. They make good progress and leave by the end of Year 2 with above average standards in reading and mathematics and broadly average standards in writing. This is because of an exciting, stimulating curriculum which is of outstanding quality and the hard work and effectiveness of a caring and committed staff. Overall, teaching is good but this includes some outstanding and also some satisfactory lessons. The quality and standards of the Foundation Stage are good and are the reasons that the children get such a good start. The personal development and care and guidance for children are also good and greatly appreciated by parents. Provision for pupils with learning difficulties and disabilities and the few who are learning English as an additional language is good. The school has made good improvement since its last inspection and has good capacity to improve. Value for money is good.

### What the school should do to improve further

- Share the outstanding practice in teaching so that all pupils make rapid progress in all lessons.

## Achievement and standards

### Grade: 2

Achievement is good all the way through from nursery to Year 2. Pupils' abilities are broadly average when they enter the nursery. By the end of the Reception year the good, and sometimes outstanding, teaching ensures that the majority of pupils are achieving above the expected goals for their age in many areas of learning.

This good progress continues throughout most of the school so that by the end of Year 2 standards are above average in reading and mathematics in comparison with other schools nationally. Standards in writing are broadly in line with national averages.

Challenging curriculum targets are set and are largely achieved. Recent initiatives in assessment are well used by staff to ensure that the majority of pupils are extended and supported. The more recent use of tracking from the early years through to the end of Year 2 means that the school recognises the need to further challenge more able pupils in some areas of learning. This is helping to provide more precise support for writing but these developments have not had sufficient time to raise standards further.

Pupils with learning difficulties make good progress because they receive outstanding support from experienced and well-trained support staff. Pupils who speak English as an additional language also achieve well and make good progress against their prior attainment.

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

### **Grade: 2**

The personal development of the pupils is good. Pupils enjoy school and feel secure. As one parent commented, 'Knowle Park is a fantastic school that provides a loving, caring, and nurturing environment for children to learn.' Behaviour is good and pupils are well motivated in their lessons so that they want to participate and offer answers. They are keen to learn. Pupils have good relationships with adults and get on well with each other. Attendance is satisfactory and the school is making rigorous efforts to improve it further.

Pupils feel they are making a good contribution to the school community through the school council right from the Reception onwards. Pupils' spiritual, moral, social and cultural development is good. Moral and social issues are taught well, particularly through circle-time, personal, social, health and emotional development lessons and in assemblies. In discussions with the inspector the pupils showed that they are developing a clear sense of right and wrong. The school actively promotes healthy living and is working towards accreditation as a healthy school. Pupils are conscious of the need for a healthy diet and of being active. Pupils enjoy the extra-curricular clubs which the school offers. The school has well-established procedures for teaching pupils safe practices, such as road safety, and how to use equipment correctly. Many pupils develop good basic skills in literacy, numeracy and information and communication technology (ICT) and so are well prepared for moving to junior school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall and would be outstanding if there was consistency across the school. The majority of lessons are well planned to match the needs, interests and abilities of all pupils. Most teachers plan imaginatively and offer interesting and stimulating activities which allow pupils to think, discuss, work in teams and explore ideas. For example, in mathematics in Year 2, pupils work in groups to test their hypotheses about how many times it would take for the contents of different containers to fill a litre jug. In the small number of satisfactory lessons, a lack of enthusiasm and weaker classroom management means that pupils do not make the rapid progress they are capable of.

Teachers involve pupils in their own learning and encourage them to assess themselves and set their own targets using success criteria. Pupils enjoy this challenge and honestly contribute their own assessment of their achievements in lessons. Teachers set high

expectations of the presentation of work in books and mark the work thoroughly in order to help children to improve. Pupils therefore take pride in their work.

Teachers track the progress of pupils in English and mathematics. They use this information well so that all pupils are appropriately supported and make good progress. For instance, pupils with learning difficulties are identified early and effective support is available from the nursery onwards. The teaching assistants and other support staff are highly skilled and provide excellent guidance to individuals and groups. They make a significant contribution to the good progress made by these pupils.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is excellent. It is stimulating and exciting; particularly in the Foundation Stage. Pupils enjoy a wide range of opportunities and experiences. The basic skills of literacy and numeracy and ICT are woven into subjects to ensure that pupils of all abilities and interests are captivated and motivated. For example, in history pupils write their own information booklets, imaginatively describe the buildings and use ICT well to support their work. Consequently, the majority of pupils speak enthusiastically about what they achieve, are eager to learn and respond well in all of their lessons.

First hand experiences are offered wherever possible, particularly in relation to the outdoor environment such as the garden and the pond which are maintained and developed by volunteers and pupil members of the gardening club. Visits to museums and Windsor Castle and visitors from the community, such as a local fire officer, contribute to, and enrich pupils' understanding of the world.

Since the last inspection the school has arranged a number of extra-curricular activities which are available to pupils of all ages. These are thoroughly enjoyed by those who attend them and enrich their learning. Throughout the school pupils are given the opportunity to develop their independence through collaborative work.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive good pastoral care. A particular strength is the positive contribution which intervention groups, such as the 'fun club,' make to raising pupils' self-esteem and confidence. One parent commented that the care which the school takes has, 'instilled a lot of confidence in me and my child in the last year.' The care and the guidance they receive are appreciated by both parents and pupils alike. Effective arrangements are in place to safeguard pupils' interests. There are established systems for risk assessments and they are carried out regularly and well.

Assessment information is satisfactory and curriculum targets for pupils to improve their work are set. Some individual targets are set in Years 1 and 2 which support children learning and there are plans to extend these further. Pupils are supported very well by an experienced and valuable team of support staff. Child protection requirements are fully met and all pupils are encouraged to play a full part in the life

of the school. There are very good partnerships with outside agencies and with other local schools.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a clear vision for the school. There is a strong commitment towards the interests and well-being of all pupils which is effectively implemented.

There is good, effective self-evaluation by the headteacher and senior management team which is relevant to the needs of the school. They have been too modest about their own effectiveness but have accurately identified the strengths and weaknesses of the school. Pupils' views are sought through the school council, and the school also takes due account of parents' views. Many parents have commented that the school is open to any ideas or suggestions which they make and are always willing to accommodate their concerns. Information is used well to delegate resources successfully to areas that have been identified for development. Value for money is good.

Good systems for monitoring and evaluating the school's performance have been introduced including the monitoring of teaching. This has identified clear strengths and weaknesses and actions are being taken to improve the quality of teaching and raise the achievement of all pupils.

The governors are very supportive of the school and many regularly help in classes. They now need to become even more incisive as critical friends in questioning how the school is doing. In view of its track record and the good achievements by pupils the school has good capacity to improve.

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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	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

<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	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	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>	1	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>	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	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	Yes
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 very much for making us feel so welcome when we came to visit your school. This is what we found out.

\* Knowle Park is a good school.\* You work hard and reach good standards in reading and mathematics.\* Your headteacher and all the other staff look after you very well.\* Your teachers teach you well and most of your lessons are fun and interesting.\* You learn about lots of different things.\* You have lots of clubs which you obviously enjoy.\* You behave very well, but some of you need to come to school more regularly.

In order to make the school even better;\* Make sure that all the good things the teachers do happen in every lesson.Thank you for being so friendly. We enjoyed ourselves very much.

Best wishes

Sue Vale

Lead Inspector