

Englefield Green Infant School and Nursery

Inspection report

Unique Reference Number	125101
Local Authority	Surrey
Inspection number	293193
Inspection dates	20–21 September 2006
Reporting inspector	Jane Chesterfield

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	206
Appropriate authority	The governing body
Chair	Mr C Hill
Headteacher	Mrs V A Galpin
Date of previous school inspection	9 December 2002
School address	Barley Mow Road Englefield Green Egham TW20 ONP
Telephone number	01784 435586
Fax number	01784 438300

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Englefield Green Infants is a two form entry school serving a village community which includes a university college. Pupils come from a wide range of backgrounds. The proportion eligible for free school meals is slightly below the national average. About a quarter of the pupils are from minority ethnic groups, with around half of these speaking English as an additional language (EAL). These are slightly above national figures. Eighteen different languages are spoken in the school. The proportion of pupils with learning difficulties or disabilities (LDD) in the school overall is broadly average. Around half of the Reception pupils do not come from the school's Nursery. The school has a day care nursery on its site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Englefield Green Infants is a good and improving school with some outstanding features. Parents agree overwhelmingly that they are 'delighted' with what the school offers; one commented, 'This school has exceeded all of my expectations'. The school has worked very determinedly since the last inspection to tackle the issues raised and improvement has been good. The headteacher and senior staff have focused sensibly on developing their systems for monitoring the work of the school, evaluating their findings and taking action on them. This has led to an improvement in the quality of teaching and learning which are now consistently good throughout the school. As a result pupils' achievement and standards have also improved, so that achievement is now good and standards are above average. The Foundation Stage gives its children a good start to their education. They make good progress and are well prepared to enter Year 1. Pupils continue to achieve well in Key Stage 1 and by the time they leave they reach standards that are above average in reading and writing, and average in mathematics. Improvement in all areas, particularly mathematics, has been significant this year due to good co-ordination of these areas. The school provides a good curriculum and individual subjects are well planned and taught. There are missed opportunities for cross-curricular links and for making the most of the extensive grounds. The school has plans to work on these to make the curriculum more exciting for pupils.

The outstanding quality of the care, guidance and support offered to pupils means that they feel very safe and settled at school and so are ready and able to learn. One boy who had just started in Reception said confidently, 'I've made loads of friends here'. Pupils' personal development and well-being are good. They wholeheartedly enjoy everything the school has to offer, in particular the excellent provision for their social and moral development. Parents say that their children look forward to every day at school. Very good systems for academic monitoring and targeting of support mean that pupils receive the guidance they need to enable them make progress. Extra help for pupils with LDD and for those with EAL is good. The way in which the school works in partnership with others is excellent. Parents are kept informed and regularly consulted on the school's work so that they feel fully involved in their children's learning. Close links between the Foundation Stage and the day care nursery onsite ensure that daily routines and planning are consistent and children experience continuity of care. Good use is made of the expertise of outside health and education professionals where needed.

The key to the improvement that has taken place in the school has been the good leadership and management. The headteacher has worked purposefully and tirelessly since the last inspection to increase the academic monitoring of the school and so to raise standards. She has been well supported by the senior staff and governors, and increasingly by subject co-ordinators, who now have the confidence and the opportunity to fulfil their roles well. Thanks to the outstanding systems for evaluating its work, the school is well aware of the areas it needs to develop and has a good capacity for future improvement.

What the school should do to improve further

- Develop greater links across the curriculum and increase the use of the school grounds for teaching and learning, in line with the school development plan.

Achievement and standards

Grade: 2

When children come into the Nursery, their standards of attainment are average overall, though with wide variations at both ends of the scale. They make good progress. Attainment on entry into Reception is generally average overall. There is an improving picture of standards at the end of the Foundation Stage, despite the impact of very high mobility at the end of the Nursery year, and the children achieve well. Last year children's standards were broadly in line with expectations for their age. Their personal, social and emotional development is particularly good and they are ready for learning in Key Stage 1.

By the time they leave the school at the end of Year 2, pupils have made good progress in their learning and are reaching standards that are generally above average for their age in English and in line in mathematics. The test results for 2006 show that the school's upward trend of improvement is continuing. Pupils with LDD and those with EAL achieve well in relation to their individual targets. The school has met its targets for the end of Key Stage 1.

Personal development and well-being

Grade: 2

Pupils of all ages relate well to one another and to adults in a happy and secure environment. Bullying is rare and the school policy of 'same day response' ensures that incidents are dealt with quickly. Pupils enjoy coming to school very much and this is reflected in their improved attendance, which is now above average.

Pupils' spiritual, moral, social and cultural development is good. They behave well in and around the school and they respond positively to the additional responsibilities they are given. Pupils contribute well to both the local and wider community and are also keen to care for and further improve their outdoor environment. In these ways they are beginning to develop many of the skills that will contribute to their future economic well being. Pupils are gaining a good understanding of how to lead a healthy and safe lifestyle as the school works towards gaining the Healthy Schools Award. 'Eating too many chips makes you fat,' said one five year old in the dining hall where a very good selection of healthy foods is served.

Quality of provision

Teaching and learning

Grade: 2

The impact of the good teaching found throughout the school is clear in pupils' interest in their lessons and their eagerness to learn. In the Foundation Stage, particularly at this early point in the school year, the emphasis is on creating an orderly and welcoming environment where expectations and routines are reinforced and children feel secure and responsive. Teachers plan sessions carefully with a wealth of activities and resources so that children learn well through structured play.

In Key Stage 1, teaching is typically characterised by careful planning to meet the needs of different groups, including the more able, those with LDD and those with EAL. Teachers adopt a lively and enthusiastic approach, injecting good pace into the lesson. They make good use of resources, particularly the inter-active whiteboard which captures and holds pupils' attention. Teaching assistants are well deployed, for example to help individuals, lead groups or make

assessments. Good marking encourages and corrects pupils and suggests how they can improve their work.

Curriculum and other activities

Grade: 2

The school has begun to enrich the curriculum further through a number of exciting and vibrant learning experiences. 'Focus weeks' such as 'feeling good week' are enjoyed by the pupils and provide them with many opportunities to work together and apply the skills they are taught. A wide range of well-attended extra-curricular activities enlivens the curriculum. The personal, social, health and citizen programme allows pupils to learn about healthy living and keeping safe. Some opportunities are missed to use the extensive and very well equipped grounds to enhance pupils' learning. ICT provision is much improved since the last inspection with the introduction of up-to-date resources and is now good.

The Foundation Stage curriculum is good with an appropriate emphasis on the teaching of basic skills and giving children many opportunities to work and play together. Resources are well organised to support learning well both inside and outside the classroom.

Care, guidance and support

Grade: 1

The school's very successful approach to the care, support and guidance of its pupils is centred on understanding and meeting both their academic and their personal needs. Excellent systems to track and support pupils' learning are well established and used effectively by all staff. 'Targets help me think,' said one pupil, and others were keen to explain that, 'all the staff are really helpful.' Very strong links with parents mean that any concerns affecting their children's learning can be quickly resolved. Teaching assistants help pupils very effectively, particularly those with LDD and those learning English as an additional language, and consequently these pupils make good progress.

Child protection procedures are clear and rigorously applied and guidelines relating to the safeguarding of pupils have been fully adopted. The school works very well with outside agencies to meet the needs of vulnerable pupils. In the Foundation Stage children are encouraged to become independent, and all staff observe children closely, monitoring and recording their progress carefully. Supervision at lunchtime is very good and pupils respond positively to the praise and encouragement they receive. The school provides a very safe and healthy environment.

Leadership and management

Grade: 2

The headteacher, senior staff and governors are firmly focused on ensuring that all the aims of the 'Every Child Matters' agenda are fully covered in the work of the school. The strategic development plan concentrates on improving the outcomes for pupils and making sure that they learn as well as they can. This has resulted in significant improvements in pupils' achievement, standards and personal development. The school's self-evaluation of its performance is accurate and well informed, matching the findings of the inspection, and priorities for the next stage of the school's development have been well and thoughtfully chosen.

The headteacher is successful in establishing good team spirit amongst her staff at all levels, and this ensures that the school runs smoothly. All staff make a valuable contribution to the school and feel that their efforts are appreciated. The role of governors has developed well since the time of the last inspection, and the school makes sure that all are well trained and prepared to carry out their responsibilities.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 October 2006

Dear Children

Inspection of Englefield Green Infant School and Nursery, Egham, TW20 0NP

Thank you for being so friendly to us when we visited your school. We really enjoyed meeting and talking to you. We agree with your parents that Englefield Green is a good school and we know you like going there very much. You are doing well in your lessons because your teachers have got to know you well and know how to make lessons interesting so you learn new things. The clubs and games you have at lunchtime and after school are good fun.

We were very impressed with your good behaviour in the school and in your wonderful playground, and we thought that those of you who help other people, like the school councillors and the eco-chiefs, are doing a great job. The staff take excellent care of you and those of you who need extra help are well supported.

Mrs Galpin and her staff run the school well and know how to make it even better in the future. We have agreed that lessons are going to be made even more exciting with the chance for you to do more different things in them, and that you are going to spend more time having lessons in your lovely grounds.

Well done to all of you and best wishes for the future.

Jane Chesterfield Lead Inspector