

# Victor Seymour Infants' School

## Inspection report

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<b>Unique Reference Number</b>	102980
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	308182
<b>Inspection dates</b>	9–10 October 2008
<b>Reporting inspector</b>	Joy Considine

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	321
Government funded early education provision for children aged 3 to the end of the EYFS	142
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Rowlands
<b>Headteacher</b>	Mrs Helen Matt
<b>Date of previous school inspection</b>	18 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Denmark Road Carshalton SM5 2JE
<b>Telephone number</b>	020 8647 9800
<b>Fax number</b>	020 8647 3380

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<b>Age group</b>	3–7
<b>Inspection dates</b>	9–10 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Victor Seymour is a larger than average community infant school with a Nursery for 52 part-time places. Most pupils come from the local area, which is of mixed socio- economic background. The proportion of pupils who have free school meals and who are from minority ethnic groups is broadly average. The proportion of pupils who speak English as an Additional Language (EAL) is below average. The proportion of pupils who have specific learning difficulties and disabilities (LDD) relating to language development is also below average. The school provides a breakfast club and an after-school club for pupils. A Children's Centre opened at the beginning of term and this provides facilities for parents/carers and children to work together. The school has gained Healthy Schools Award and Investors in People. The headteacher has been in post since the beginning of the autumn term.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Victor Seymour provides a satisfactory education for all pupils. The school has created a safe and welcoming environment in which each child is well cared for. Pupils are happy and they thoroughly enjoy school. This is reflected in the positive attitudes they show and the exemplary behaviour they demonstrate in and around the school. They understand the need to live a healthy lifestyle and they are keen to make a positive contribution to the school community. They are developing skills that will enable them to become responsible citizens of the future. Most parents are pleased with the school. One parent said, 'The school has a real community feel and the staff genuinely care for the pupils.'

The children make a successful start in the Nursery because staff work hard to make them feel safe and secure. Within this supportive environment, pupils make good progress in their personal and social development. Teaching is satisfactory in Key Stage 1 and this enables pupils to make steady progress and reach standards in line with those seen nationally. Standards in writing and mathematics are a little lower than in reading, and the school recognises a need to improve achievement in these two aspects. Teachers plan lessons carefully but do not always use assessment information effectively and so lessons do not always meet the needs of all pupils. The teachers use imaginative methods to capture pupils' interests but sometimes the learning activities are too easy to develop pupils' skills. There are insufficient opportunities for pupils to apply their skills of writing, mathematics and information and communication technology (ICT) in other subjects. The curriculum is well planned and makes effective use of the local area and the wider community beyond. The school has established effective partnerships with outside agencies to support vulnerable pupils.

Leadership, management and governance are satisfactory. The new headteacher has a clear vision for improvement and is keen to build on the strengths of the school. She is well supported by a skilled deputy who shares her determination to rise to the challenges ahead. They have begun to evaluate provision and have identified significant areas for development. Subject leaders have monitored provision but the quality of feedback has had a limited impact on improving standards. Their skills and understanding in reviewing pupils' progress, monitoring the quality of provision and checking whether improvement initiatives are being applied need to be improved. Governors have been heavily involved in the development of the Children's Centre but have not been involved in evaluating the performance of the school. The school has satisfactory capacity for improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children entering the Nursery and Reception classes settle in well because teachers have created a calm supportive environment in which children feel safe and secure. Induction procedures are good and teachers establish good relationships with parents from the start. One parent commented that her child, 'loved nursery and was really nurtured there'. Children quickly develop confidence and they play well together taking turns and listening to one another. The development of pupils' personal skills is good and this is reflected in their good behaviour. The new framework for Early Years has been implemented successfully, and statutory requirements are met. Children join with skills expected for their age. They make satisfactory progress so that, by the end of Reception, their standards in reading, writing and mathematics are average. Teachers plan lessons well with a satisfactory balance between activities led by the teacher and

opportunities for children to make their own choices. In focused sessions on literacy and numeracy, the pace of teaching is sometimes too slow and does not build on children's prior knowledge. As a result, children are not sufficiently challenged, and do not always do as well as they can. Managers track progress of individual children but they recognise the need to analyse data with a sharper focus to ensure that all children make better progress.

### **What the school should do to improve further**

- Improve the quality of teaching to ensure that all pupils make good progress, particularly in writing.
- Provide pupils with opportunities to apply their skills of literacy, numeracy and ICT to other subjects.
- Develop the skills of middle managers so that they can monitor, evaluate and improve provision and pupils' outcomes in their subject and in the Early Years Foundation Stage.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter school with skills broadly expected for their age. At the end of Key Stage 1, they are reaching standards broadly in line with national expectations according to the end of Key Stage 1 statutory assessments. Standards in reading, writing and mathematics are broadly average and have remained stable for several years. Standards in reading are a little better than in mathematics and writing. Pupils make satisfactory progress at Key Stage 1 and this is demonstrated in the quality of work seen in pupils' books. Boys do less well than girls in reading and writing, but they perform better than girls in mathematics. Pupils who have English as an additional language or who have learning difficulties and disabilities make satisfactory progress. Pupils who have free school meals (FSM) do not make as much progress as they could.

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

### **Grade: 2**

Pupils are happy and they feel safe in school. They enjoy positive relationships with adults and other children. Their personal and social development is outstanding and this results in exemplary behaviour in and around the school. Provision for pupils' spiritual, moral and cultural development is good and consequently they have a good understanding of these issues. Pupils have a keen sense of right and wrong and they respond well to the school's 'golden rules'. Pupils have a good understanding of the need to eat healthy food and take plenty of exercise. Pupils on the school council readily contribute their views about school life. There are limited opportunities for pupils to develop independence because teachers often over direct activities in the classroom and around the school. Pupils have a strong sense of belonging to the school and to the wider community because they take an active part in events. For example, at Christmas, pupils take part in the 'Shoebbox Appeal' to help children less fortunate than themselves. Pupils are developing skills in literacy, numeracy and ICT that will prepare them satisfactorily for the future but opportunities for them to develop independence are limited. Attendance is improving due to regular monitoring, and communication with parents, and is now average.

## Quality of provision

### Teaching and learning

#### Grade: 3

Pupils enjoy their lessons because teachers use a variety of imaginative methods including the interactive whiteboard and role play to capture their interest. Relationships between teachers and pupils are good and this encourages pupils to take part. Resources are effectively used and are well matched to lessons. The pace in lessons is variable. In some, it is good because teachers use a range of effective questions to keep pupils focused on the learning objective. In others, progress is too slow and pupils do not learn enough. Teachers have high expectations of pupils' behaviour and consequently behaviour is good in all lessons. Planning is thorough, but assessment information is not used effectively to plan the next steps in learning. Independent activities are provided to meet the learning needs of pupils, but sometimes these are restricted to drawing, cutting and pasting and do not give pupils opportunities to practice skills such as writing.

### Curriculum and other activities

#### Grade: 3

The school provides a curriculum which is broad, balanced and is responsive to the local community. It meets statutory requirements and is well planned. There is a curriculum map for each year group and this shows what topics are to be studied during the year. Pupils enjoy reading and talking about books. During the inspection, pupils took part in a book day when they dressed up as characters from their favourite book. The curriculum is enriched by a good range of visitors such as the police and the fire service who talk to pupils about staying safe. Pupils visit local places of interest such as the war memorial and the library. Additional enrichment activities are offered by visits to places further afield such as the National Gallery and the Polka Theatre. Provision for literacy, numeracy and ICT are satisfactory. Opportunities for pupils to further develop these skills within other subjects are often missed, particularly in writing. Pupils enjoy the wide range of extra curricular activities, which include French, dance and art.

### Care, guidance and support

#### Grade: 3

Teachers know pupils well and systems are in place to ensure that all pupils are cared for in and around the school. Pupils know that staff will deal fairly and quickly with any minor incidents that arise. Provision for pastoral care is good especially for pupils who have learning difficulties and disabilities. Pupils who have additional needs are identified early, and are well supported through individual education plans. The breakfast club and after school club are well attended and provide good support for pupils outside the normal school day. Procedures for safeguarding pupils are in place and arrangements for child protection are secure. There are no reported incidents of racism or bullying and there were no exclusions last year. The school has implemented strategies to improve attendance and this is now improving. Academic guidance is satisfactory. The new headteacher and deputy have put into place systems to track pupils' progress to secure better rates of progress but these remain at an early stage of development. The school has recently set challenging targets for pupils based on their current standards but these have yet to impact on progress.

## Leadership and management

### Grade: 3

The new headteacher has a clear vision and is committed to ensuring that every child achieves the best they can within a caring community in which every child matters. She is supported by a skilled deputy who shares this ambition. They have begun a robust programme of evaluation to identify areas for improvement and have a clear set of priorities focused on raising standards. The skills of subject leaders are not fully developed and this has restricted the impact they are able to make to bring about improvement. They do not yet have the skills to use monitoring opportunities to inform practice and bring about improvements. The school makes good use of outside agencies such as health visitors to support vulnerable pupils and their families. The Governing Body is well established. They are aware of the needs of the school but they do not yet take a sufficiently active role in self-evaluation.

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**Annex A**

## Inspection judgements

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

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

22 October 2008

Dear Pupils

Inspection of Victor Seymour Infants' School, Carshalton, SM5 2JE

Thank you very much for making us so welcome when we visited your school last week. We enjoyed meeting you all and finding out about how well you are learning and how well you get on together. We particularly enjoyed book day when you all came to school dressed up as some amazing characters.

We think your school is giving you a satisfactory education. Your teachers care for you a great deal and they have worked hard to make your school bright, safe and attractive. They enjoy being with you and have helped you to learn how to behave very well and to get on well with each other. They try to make learning interesting but we found that sometimes they don't always give you work to do that is hard enough and some of you do not do as well as you could.

So that more of you could do more, we have asked your teachers to:

- plan lessons that are matched to what you need to learn
- give you opportunities to practice your skills of writing, mathematics and ICT in other subjects
- subject leaders should monitor lessons so they can help you to learn more.

We know that you are keen to learn and know that you will do your best to make Victor Seymour an even better school.

Yours sincerely

Joy Considine

Lead Inspector