

# Bedgrove Infant School

## Inspection report

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<b>Unique Reference Number</b>	110282
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	310248
<b>Inspection date</b>	5 November 2008
<b>Reporting inspector</b>	Peter Sudworth

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>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	404
Government funded early education provision for children aged 3 to the end of the EYFS	176
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carolyn Lee
<b>Headteacher</b>	Mrs Barbara Capstick
<b>Date of previous school inspection</b>	7 February 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>	Ingram Avenue Aylesbury HP21 9DJ
<b>Telephone number</b>	01296 481353
<b>Fax number</b>	01296 424846

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspection team evaluated the overall effectiveness of the school with a particular focus on the following: the provision for, and progress of, boys, pupils who find difficulty in learning basic skills, and those children whose first language is other than English; the quality and perceptiveness of monitoring and data analysis; confirmation of the apparent strength of pupils' personal development and care arrangements.

Evidence was gathered from discussions with the headteacher, chair of governors, various staff and pupils. Parents' questionnaires were analysed and visits made to lessons. Work samples and a range of documents were examined. Other aspects of the school were not investigated in detail, but the inspection team found no evidence to suggest that the school's own assessments given in its self-evaluation were not justified, and these have been included where appropriate in the report.

## Description of the school

Children join the Nursery in this larger than average primary school the term after their fourth birthday and attend either morning or afternoon. Children begin the Reception class full time in either September or January dependent on the date of their fifth birthday. The percentages of pupils entitled to free school meals and of those who have difficulties in learning basic skills are well below the national average. The proportion of pupils from minority ethnic groups and those who speak a first language other than English is slightly lower than in most schools. A privately managed breakfast and after school club meets on the site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It is a place of educational excellence for young pupils. Many student teachers learn the craft of teaching here and very many established professionals visit to refine their techniques and re-examine their own educational thinking. A great strength of this school is the way it unselfishly and willingly shares its excellent practice with others. The very strong and inspirational leadership of its headteacher, most ably supported by the deputy headteacher and senior staff, ensures that very good teamwork is fostered. This results in a unity of purpose in practising the school's philosophy, which secures very effective all-round learning for its pupils.

The pupils love school, attend very regularly and look forward excitedly to their work. Staff fully appreciate the uniqueness of each individual child and there is excellent provision for gifted and talented pupils. Outstanding learning opportunities, excellent teaching - including the work of teaching assistants - and very careful tracking of the pupils' progress ensure that all groups of children make very good progress. Pupils reach exceptionally high standards for their age and achieve very well.

Overwhelmingly, parents are most complimentary. They justifiably praise the school's efforts for their children and do so in glowing terms. Typical of many, a parent writes, 'I am amazed by how much both my children enjoy school, and at the speed they are both learning. I believe this school is exceptional.' This is a listening school. It considers parents' views and acts decisively on them. The very strong and involved governing body has carefully analysed every comment received in a recent parental survey. The partnership with parents is very secure. Parents are not only encouraged to be, but also shown how to be partners in the education of their children. Parents really appreciate the meetings arranged for them to learn how the school teaches key skills and how they can support this work at home. Communication is excellent. Staff regularly distribute booklets for parents about themes the pupils are studying and provide ideas for them to extend this work at home.

A wealth of after school activities support the rich and stimulating curriculum. Visits and visitors contribute to 'Wow weeks' in Year 2 which start each new learning theme and help to engage the pupils' interest securely. In these, excellent use of visits and of visiting experts, carefully chosen for their ability to talk to children, supports pupils' learning very well. During the inspection, a visitor spoke about earthworms. She had many visual and practical resources to aid their understanding. Pupils later prepared materials to make their own wormery. They learned much about the importance of worms and how they live. Pupils also wrote their own instructions for creating a wormery, giving a real purpose to their writing.

The outside environment is stunningly creative with, for example, areas for sensory learning, physical development, mathematical trails, writing huts and a science garden. It is used very effectively for outdoor learning and constantly kept fresh to stimulate pupils' ideas. A key part of the school's philosophy is to encourage the pupils to make key decisions themselves. This approach fosters their independence, confidence, team cooperation and their powers of thought very effectively. Pupils learn productively through play. Children's own ideas throughout the school are incorporated well, for example when role-play areas are set up. The veterinary surgery and the railway ticket office are examples of how these areas are considered in great detail to maximise learning.

Weekly planning meetings ensure that all staff's ideas are considered when planning the pupils' learning and so that everyone is clear about organisational arrangements. Monitoring of pupils' work, teaching and learning is not only regular, but effective, because staff have such high expectations of each other. They are not afraid to be supportively critical. This ensures that all continually grow as professionals.

Staff monitor pupils' academic and personal development very carefully in this very caring, inclusive school, which gives high priority to the pupils' welfare. Pupils benefit from very effective pastoral care. Those who find it difficult to learn basic skills are well supported. Systems for safeguarding pupils' health, safety and well-being are very secure. The headteacher and the staff maintain a very strong ethos where everyone is treated fairly and with respect. Staff share improvement targets with individual pupils and hold discussions with them about what they need to do next; these discussions support their very good progress.

Pupils develop very well as individuals and acquire leadership skills through the roles they fulfil, such as play leaders. They feel safe and secure in school. As one pupil put it, 'The teachers are really nice and you feel very comfortable in the school.' Pupils are extremely well behaved and show immense interest in their learning. They know how to keep safe out of school, for example by not talking to strangers. They eat healthily and know the importance of fruit, vegetables and exercise. They take part enthusiastically in 'wake up, shake up' sessions in school and enjoy the good range of physical education activities and extra sport. They donate to charities, plan and provide a party for local elderly residents at Christmas, and distribute harvest produce to them in the autumn. They learn about the lives of other children abroad through various studies that they pursue, and appreciate how fortunate they are by comparison. The school prepares the pupils very well for their future education and equips them with a very good range of academic and social skills.

Teachers make lessons interesting with a very clear purpose to the learning and motivate pupils to learn very well. Staff conduct lessons at a brisk pace and with a very good level of challenge. Having examined the doubles on dominoes in order to gain an understanding of 'doubling', Year 1 pupils doubled numbers chosen by themselves or thrown up by numbered dice. Some of them doubled numbers beyond 20. Staff utilise questioning very well to draw out pupils' knowledge and to check their understanding. They use very interesting approaches and match the follow-up activities very carefully to the pupils' abilities. Staff make very good use of computers as part of the themes, for example to research particular information and to teach pupils note taking skills. The staff quickly pick up on children's strengths and keep them challenged. Well chosen use of 'talking partners' in lessons supports pupils' very good development of their speaking and listening skills.

The school is very adept at self-evaluation, never resting on its laurels. For example, despite its excellent creative approach, it seeks to enhance this aspect even further and is seeking out further advice as a cornerstone of its excellent learning plan. A further very strong feature of this school is the way that individual staff's skills are recognised, nurtured and developed, and this provides a succession of highly skilled staff who make this school the exceptional place that it is. It is a school with an outstanding capacity for further development.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children enter the Nursery with skills and knowledge typical for their age. High quality teaching enables the children to make very good progress and often to exceed the age-related

expectations. The good balance between directed tasks and those chosen by the children themselves secures their very good all-round development. Staff's regular checking of the children's progress ensures that stimulating activities, both inside and outside, match individual learning needs. The strong teaching of phonics makes a significant contribution to children's good progress in early literacy skills.

Children are confident users of computers. For example, they have no hesitation in using the interactive whiteboard to register themselves. Children are very safe and very well cared for. The provision is very well led and managed with a clear focus on continuous improvement, based on a very secure understanding of the needs of young children. The excellent facilities and resources are used to maximum effect to support children's learning and to provide a safe and stimulating environment for learning through play. For example, Reception children made their own musical instruments and designed for themselves the setting for their own stage, determining its size, shape and position ready for a 'performance'.

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

There are no major issues for the school to address but the school should continue with the initiatives and developments on its own school learning plan, such as its plan to enhance the creativity of its curriculum even further.

**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](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

18 November 2008

Dear Children

Inspection of Bedgrove Infant School, Aylesbury, HP21 9DJ

Thank you for your warm welcome when we visited, for talking to us about your school and letting us see your work. We were delighted to have the opportunity to meet you and to see the very exciting things that you do. It made us want to be children again. You certainly attend an outstanding school, one where you make very good progress and reach a very good standard.

You work hard and show a lot of interest in the various activities, including those after school. The staff work very hard to provide a very lively and attractive school which is full of interest. They look after you very well and show a great deal of care for each one of you. Your parents think that you attend an excellent school and we certainly agree with them.

The staff and governors have written a learning plan. This shows the things in school that they want to work on. We have asked them to continue with this and so keep the school as good as it is. We hope that you will continue to work hard and enjoy school. Thank you once again for your help when we visited. We wish you all well.

Yours sincerely

Peter Sudworth

Lead Inspector