

Carlisle Infant School

Inspection report

Unique Reference Number	102883
Local Authority	Richmond Upon Thames
Inspection number	323707
Inspection date	20 January 2009
Reporting inspector	Norma Ball

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.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	265
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Jon Newton-Syms
Headteacher	Mrs Claire McCann
Date of previous school inspection	14 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Broad Lane Hampton TW12 3AJ
Telephone number	020 8979 2770
Fax number	020 8941 8559

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues in particular:

- the effectiveness of the school's plans to raise standards in reading and mathematics
- how well the school is working to help boys to do better in writing
- how well teachers use assessment information to help them to set appropriate challenges for pupils
- how well leaders and managers check pupils' learning and progress.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work, and parents' questionnaires. Discussions with staff, governors and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Carlisle is a popular, larger than average infant school. A slightly larger than average proportion of pupils is from minority ethnic backgrounds, with an average proportion of these having English as an additional language. A small proportion of pupils have learning difficulties and/or disabilities, of which the largest group is those with behavioural, social or emotional problems. The Early Years Foundation Stage consists of three Reception classes. The school holds a number of awards, including Healthy School and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Carlisle is a good school. It is a happy place, where all pupils are encouraged to enjoy their learning and grow in confidence. Parents are overwhelmingly supportive. They appreciate that their children love school and respect all that the school offers. One parent summed up the comments of many in saying, 'Carlisle is a welcoming and well-run school. It has provided our children with a warm and stimulating atmosphere.' Another said, 'My son has developed a real love for learning and that's down to Carlisle.'

Children enter Reception with standards that are broadly in line with expectations at this age and make a good start to their learning. When they enter Year 1, pupils' standards are above average in most areas of their learning but remain closer to average in writing. Good progress is consolidated well in Years 1 and 2 in reading and mathematics, and pupils' progress in writing is accelerated and is also good. In 2008, at the end of Year 2, pupils' attainment was above average in reading and mathematics and exceptionally high in writing. Girls' attainment is better than boys' in reading and writing, but they attain less well than boys in mathematics. Attainment in the current Year 2 is above average overall.

Leaders and teachers are continuing to focus on writing, especially for boys, while also seeking to raise levels of attainment for less-able pupils in both reading and mathematics. There has been a thorough review of reading material, resulting in the introduction of new reading resources. In mathematics, assessment information is used well to organise teaching groups for pupils of different ability. Both initiatives are showing early signs of helping to raise attainment for lower-attaining pupils and helping to close the gap between girls' and boys' attainment. The whole-school focus on inspiring imagination and creating exciting writing experiences is carefully planned, with a specific emphasis on the involvement of boys. For example, a topic about myths and legends inspired good creative writing, and was linked with other curriculum areas. Boys are more interested in topics, their imagination is fired, and this reflects in their willingness to write creatively and at greater length. New initiatives are monitored well and pupils' progress carefully tracked to ensure their effectiveness. Early indications are that boys' attainment in writing is improving.

Teaching is good because the teaching staff have good subject knowledge and plan well-paced lessons. Pupils' work is marked regularly; however, not all marking consistently identifies for pupils where and how they can improve their work and so make better progress. Pupils work well both together and independently. They love sharing their ideas and do so clearly and sensibly. Good relationships at every level underpin the good learning ethos in classes. Teaching assistants provide very effective support, especially for pupils who require some additional help with their learning. The curriculum is outstanding and provides a rich range of learning experiences. Themed topics capture the imagination of pupils very well. Clubs, visitors and trips out of school extend learning well and provide pupils with exciting additional knowledge and skills. Artwork, much enjoyed by pupils, is enhanced by regular contributions from initial teacher training students in the school. Information and communication technology (ICT) is well integrated into all classes. Improved resources and the progressive development of pupils' ICT skills have increased their interest and involvement, and this provision is good.

Pupils' personal development is outstanding. They love their school and attendance is good. Pupils are encouraged to develop independence and show responsible attitudes, and they meet these expectations extremely well. They know that their views are important and valued. Through

their very active school council, they have recently helped to promote improvements to lunchtime arrangements and the playground. Older pupils show maturity and diligence in their role as helpers. Behaviour observed during the inspection was exemplary. Pupils are friendly, helpful and very polite to visitors. All learners have an excellent understanding of how to stay safe and of the importance of healthy lifestyles, as reflected in the school's Activemark and Healthy School awards. Their social, moral, spiritual and cultural development is excellent. It is based on the respect and concern they are encouraged to show for others. Pupils' good awareness of the needs of others is reflected in their enthusiastic support of charities.

Pupils recognise they are well cared for and know they can approach any member of staff for help if they have concerns. There is very careful monitoring of all aspects of behaviour, attendance and pupils' personal development. Aspects of safeguarding and safety are secure. Excellent links with a range of agencies, support services, and pre-school providers extend the good work of the school very efficiently. Academic guidance is good, because teachers assess pupils' progress carefully and are beginning to share clear learning objectives with them, so they understand what they will be learning. Pupils are grouped by ability in mathematics, and planning is good. However, the planning of all lessons is not yet consistent in ensuring that pupils with different abilities always have work that provides appropriate challenge for them. The good standards that pupils attain, the very high quality of their personal development and their positive attitudes to learning ensure that they are well placed to begin the next stage of their education. Pupils themselves recognise this and one said, 'I like Carlisle because you learn things to help you in your junior school.'

The school is well led and managed. The headteacher and deputy form a very efficient team and use their complementary skills well. They have united an able and stable staff who share high ambitions for all pupils. Subject leaders are confident and efficient in their roles. The provision for pupils with learning difficulties is well managed so pupils' needs are identified early and well-targeted support is provided for them. There is a rigorous and accurate assessment of school strengths and areas for development. Planning focuses carefully on raising attainment further and closing the gap between standards attained by boys and girls, especially in writing and mathematics. A range of initiatives to achieve these goals are in place and, although new, are beginning to have an impact as is shown through the school's careful monitoring of progress. Governors are challenging, fully involved, and work in good partnership with staff and parents to promote continued improvement in the school. Good resources are deployed well and the school provides good value for money. Issues from the last inspection have been fully addressed, there is a clear pathway planned to bring about further improvements, and the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Through good induction procedures and the caring approach of staff, children settle quickly and get a good start to school life. Most children enter Reception having knowledge and skills which are broadly in line with those expected of four-year-olds. A small but growing number of children have less well-developed skills and they receive good support. All children make good progress, especially in their personal, social and emotional development and their number skills. By the time children enter Year 1, the majority are working securely within the goals expected at this age, although their skills in writing and linking sounds to letters are a little less well developed. A good range of stimulating activities, both inside the classroom and in the recently redeveloped outside area, engage and extend children well. Good independence

is encouraged very well, with the result that children grow in confidence. They join in readily in organised activities, and are enthusiastic about working out games and activities for themselves, using the good range of resources. Leadership and management are good, and staff work very efficiently as a team. Teachers carefully monitor all areas of children's social and academic development and use this information carefully to keep parents well informed.

What the school should do to improve further

- Share existing good practice, to ensure that more lessons are planned to provide pupils of different abilities with tasks that challenge them to make even better progress.
- Improve the quality and consistency of marking, so that it helps pupils understand how to improve their work, and promotes better progress.

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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?	2
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

03 February 2009

Dear Pupils

Inspection of Carlisle Infant School, Hampton, TW12 3AJ

On behalf of your inspectors, I would like to thank you for making us feel so welcome when we were in your school. We really enjoyed meeting you and seeing what was going on.

Your school is good and there are lots of good things happening. You do well in reading and mathematics and extremely well in writing, because your teachers help you and you work very hard. You enjoy your lessons and especially like talking about things and sharing your ideas. Your school provides lots of exciting things to do and we enjoyed seeing your work in your books and in the lovely displays around the school. You told us that you like art and using computers and you feel you are doing really well in literacy and numeracy. You behave extremely well both in your lessons and when you play together. The staff are especially good at caring for you and this helps you to enjoy your time at school. You know lots about how to stay healthy and have a healthy diet, and you are very sensible about behaving safely. Your headteacher is guiding your school well and she has lots of help from her deputy, other staff and the governors. They are all working well together to help you and make your learning exciting.

There are two things that your headteacher and the staff can do to make your school even better.

- Make sure that all teachers use what they know about the progress you are making to plan lessons that will really stretch you so that you make even better progress.
- Improve the way in which work is marked so that it is clear to you how and where you can improve.

We know you will continue to work hard and help your teachers to make your school even better. Thank you again for making our time at your school so enjoyable.

Yours faithfully

Norma Ball

Lead Inspector