

# Carrington Infant School

## Inspection report

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<b>Unique Reference Number</b>	110283
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	337463
<b>Inspection dates</b>	2–3 February 2010
<b>Reporting inspector</b>	Graham Lee

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Davina Dalton
<b>Headteacher</b>	Lynn McMeekin
<b>Date of previous school inspection</b>	0 January 2007
<b>School address</b>	2 Chapel Road Flackwell Heath High Wycombe HP10 9AA
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## Introduction

This inspection was carried out by three additional inspectors who spent at least half their time looking at learning. They saw 13 lessons taught by eight different teachers and looked at samples of pupils' books. They observed the school's work and looked at documentation including the school plan and information about pupils' progress. They also talked to governors and staff in leadership positions. Inspectors took into account the views of school staff and 95 parents and carers expressed in their responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which leaders have been successful in improving pupils' attainment in writing
- the effectiveness of the school's efforts to improve attendance
- the extent to which the pace and challenge of teaching has improved since the last inspection.

## Information about the school

This is a small village school in which most pupils are of White British heritage. Very few speak English as an additional language. The school has additionally resourced provision for pupils on the autistic spectrum. There are currently six pupils in this provision and all have statements of special educational needs, which means that the proportion of pupils with statements is significantly higher than in most schools. The school provides extended services through the OurTime breakfast and after-school club, the Carrington Pre-School and the Little Willows Day Nursery. All of these facilities are run by private providers and were not part of this inspection. The school has gained a number of awards in recognition of its work, including the Activemark and Healthy Schools accreditation

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Carrington Infant is a good school. Satisfactory at its last inspection, it has improved markedly in many areas of its work. This is acknowledged overwhelmingly by parents and carers, who are very supportive of the school, exemplified by one who commented, 'The school is improving every year.' A warm and stimulating learning environment ensures that children are now getting off to a good start in the Reception classes. As they move up the school, pupils' progress is accelerating and their attainment is now significantly above average by the time they leave. These improvements have been driven by the highly effective leadership of the headteacher, supported by her very able senior team and governors. They have secured the full support of the staff team in ensuring that the school's vision 'to create a caring community where all pupils develop a lifelong love of learning' is enacted in its daily life. Leaders have a clear and accurate view of the school's strengths and have acted effectively to tackle weaknesses. This indicates that the school is well placed to continue on its upward trajectory of improvement.

The school offers a very warm welcome to everybody, whatever their background or needs, and outstanding care and support lies at the heart of its work. Staff know the children as individuals and look after them extremely well. Many parents and carers commented warmly on the care and nurture provided for their children, for example, 'This school is very inclusive and really provides a sense of self for my child.' As a result, pupils feel extremely safe and secure and are very confident in the adults around them. This high standard of care is illustrated by the outstanding work of the additional resource provision which ensures that its pupils are fully integrated in the life of the school and often make exceptionally good progress in the development of social skills. Children quickly become confident and eager learners in the Reception classes and make good progress in all areas of their learning. Pupils' accelerating progress in Years 1 and 2 is the result of good, and sometimes outstanding, teaching and an interesting and increasingly creative curriculum which engages and motivates them. The curriculum is arranged around themes which help pupils to see how the different parts of their learning fit together. For example, the topic about Brunel in Year 2 is providing pupils with many opportunities for practical investigation and to develop skills and understanding in a wide range of subjects. This approach is enabling all pupils to achieve well and helps to explain why boys do so well in comparison to their peers nationally. Pupils do not do quite as well in writing as they do in reading and mathematics. This has been recognised by the school and a new systematic programme for developing pupils' understanding of letters and sounds has been introduced which is providing a firmer platform for writing. The creative curriculum is promoting some lively

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writing but opportunities are sometimes missed to develop this further. These strategies are at a fairly early stage of development and their impact on raising attainment is not yet apparent. While teachers generally provide pupils with clear guidance about how to improve their work, they are still developing strategies for assessing writing to ensure that all pupils are challenged effectively.

Pupils enjoy school and all that it has to offer. The school's strong emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have a good understanding of how to stay fit and healthy. Their attendance is below average, however, largely because too many parents take their children on holiday during term time despite the school's best efforts to discourage them. Pupils make a good contribution to the school and local community and are broadening their horizons through projects such as the links with a school in Zambia. During the inspection, students from a neighbouring secondary school came to talk to pupils about their forthcoming visit to the school that is linked to Carrington Infants. This is indicative of the outstanding range of partnerships developed by the school to promote pupils' welfare and learning.

**What does the school need to do to improve further?**

- Raise pupils' attainment in writing to meet the challenging targets set by the school for July 2010 through:
  - embedding strategies to develop pupils' knowledge of letters and sounds
  - providing further opportunities for pupils to write freely in a range of subjects for different purposes
  - ensuring that teachers use assessment strategies consistently to set challenging targets for improvement.
- Improve attendance rates to 95% by working with parents to reduce the number of holidays taken in term time.

**Outcomes for individuals and groups of pupils****2**

Pupils approach their learning with enthusiasm and respond well to their teachers' expectations. They are keen to answer questions and to share their ideas in pairs and small groups. All pupils, boys in particular, enjoy the practical activities they experience in their learning. For example, Year 1 pupils were enthusiastic in developing their idea of nearby and far away through the investigation of the sounds produced by various objects. Pupils strive to do their best and improve their work. Those with learning difficulties and/or disabilities work confidently in small groups and in the additional resource provision. Pupils of higher ability enjoy challenging themselves, for example in mathematics investigations in Year 2. Consequently, pupils of all abilities make good progress and attain levels that are significantly above average in reading, mathematics and writing by the time they leave the school. Attainment is not quite as high in writing, particularly for the more able pupils. Pupils generally enjoy the additional challenges in

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writing but some are still a little slow to settle down to write.

Pupils generally behave well in classrooms and around the school and respond well to the school's expectations. Sometimes, when they have been sitting for too long, some pupils lose concentration and become distracted. Pupils get on well together and are developing a good sense of right and wrong. They are proud of their school and take their responsibilities as playleaders, for example, very seriously. Pupils' good basic skills, together with their positive attitudes for learning, mean that they are well prepared for the next stage of their education, although too many have absences for holidays.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

'The school is a very supportive, nurturing environment in which my child has blossomed and is very happy,' was a view expressed by one parent and echoed by many. Everybody in the school has the interests of pupils at heart and responds well to their varying needs and concerns. The support for pupils whose circumstances have made them vulnerable is exemplary. The school works in close partnership with parents and outside agencies to meet the learning and welfare needs of these pupils. Consequently,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils with a range of special educational needs, within and outside the additional resource, make good and sometimes outstanding progress in relation to their needs. Teaching assistants make a significant contribution to enhancing the quality of learning for these pupils.

Pupils enjoy a wide range of additional opportunities in sport, art, music and gardening, for example, which develop their skills and interests as well as contributing to their health and well-being and enjoyment of their education. In classrooms, teachers take every opportunity to make learning interesting for pupils and to challenge them effectively. Information and communication technology is used well to support learning. Teachers' marking often gives pupils a clear idea about how to improve their work and pupils are increasingly involved in assessing their own work. More opportunities are being provided for pupils to write for a purpose through the interesting topics and their writing skills are underpinned by the effective emphasis on sounds and letters programme. More needs to be done for these strategies to become embedded securely.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The senior leadership team provides very clear direction which has ensured that high-quality care remains of paramount importance to everybody in the school. Arrangements for the safeguarding of children are robust. At the same time, leaders have been effective in improving the quality of teaching and raising attainment since the last inspection. Middle leadership has been considerably strengthened; for example, the relatively new literacy coordinator quickly identified what needed to be done and has put in place strategies which are beginning to accelerate progress in writing. Governors are knowledgeable and experienced and provide a good balance of support and challenge to school leaders.

The school has a very strong commitment to providing equal opportunities, eradicating discrimination and ensuring that all pupils achieve well. This is evident in its everyday life and the improved attainment for all groups. Better use is being made of data to identify potential underachievement at an early stage and to set challenging targets for improvement, although leaders are not yet tracking the progress of different groups of pupils to identify any patterns.

The school makes a good contribution to community cohesion and has a clear plan to develop it further. At a local level, the school provides a range of extended services to

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children and their parents. Links are being established with a culturally diverse school in Hillingdon as well as the school in Zambia. While some of this is at a relatively early stage of development, it illustrates the school's commitment in this area as well as exemplifying its outstanding range of partnerships with others.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children join the school, their skills and understanding are fairly typical for their age. They quickly adapt to school routines and learn to play and work together very effectively. They make good progress in all areas of their learning and their attainment is generally a little above average when they join Year 1. There is a very happy and purposeful atmosphere in the Reception classes and children respond well to the challenges they are presented with. The Early Years Foundation Stage is now very well resourced and good use is made of the inside and outside areas to develop children's skills and understanding in all areas of their learning. Good use is made of assessment to track children's learning and to identify the next steps they need to take to move on. There is a good balance between activities that are led by the adults and those that the children choose for themselves. Opportunities are sometimes missed to extend pupils' learning when they are developing their own ideas. Although the Early Years Foundation Stage has no leader at the moment, the staff work very well together and the headteacher provides an effective strategic overview. Consequently, the provision and outcomes for children have improved significantly since the last inspection.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a very good response to the questionnaire with more than half of parents and carers responding. Those that did so were overwhelmingly positive about the school with all indicating that they are happy with their child's overall experience. Where they added comments, these tended to stress the warm and caring atmosphere. A number singled out the provision for pupils with special educational needs for particular praise. Inspectors agree with all these positive comments. A small minority of parents and carers expressed concerns about the way that the school communicates with them about their children's progress. Inspectors found the mechanisms for reporting progress through termly meetings and annual reports to be in line with what happens in most schools. Furthermore, the school also encourages parents and carers to 'drop in' if they have any concerns and a number of them mentioned the approachability of staff in this respect. The school also provides curriculum evenings to help parents and carers to understand how their children are taught in school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carrington Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	58	38	40	1	1	0	0
The school keeps my child safe	56	59	35	37	3	3	0	0
The school informs me about my child's progress	29	30	56	59	10	10	0	0
My child is making enough progress at this school	39	41	53	56	1	1	0	0
The teaching is good at this school	45	47	48	50	1	1	0	0
The school helps me to support my child's learning	43	45	59	52	1	1	0	0
The school helps my child to have a healthy lifestyle	41	43	51	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	27	50	53	2	2	1	1
The school meets my child's particular needs	41	43	51	54	1	1	0	0
The school deals effectively with unacceptable behaviour	31	33	48	50	4	4	0	0
The school takes account of my suggestions and concerns	33	35	48	50	4	4	0	0
The school is led and managed effectively	42	44	46	48	1	1	0	0
Overall, I am happy with my child's experience at this school	55	58	39	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 February 2010

Dear Pupils

Inspection of Carrington Infant School, High Wycombe, HP10 9AA

You may remember that I came to your school a few days ago with two other inspectors. I want to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You told us how good the school is and so did many of your parents and carers. We agree that you go to a good school that is getting better all the time. These are some of the things that we like about your school:

- You are making good progress and you are doing better than pupils do in most schools by the time you leave.
- Teaching is good and helps you to improve your work.
- The topics are exciting and help you to learn in lots of different ways.
- The school helps to keep you all very safe.
- There are lots of chances for you to do extra things which help you to stay healthy and to really enjoy school.

Your headteacher and all the staff are doing a very good job and they want to make things even better for you. We have asked them to do two things we think might help:

- Although you are doing well in writing, we want you to do even better. We have asked your teachers to give you more chances to write about different things.
- Some of you have too much time off school which means that you miss important work. We have asked the school to work with your parents and carers to make sure that you have your holidays when the school is closed.

Yours sincerely

Graham Lee

Lead Inspector

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