

Ernehale Infant School

Inspection report

Unique Reference Number	122513
Local Authority	Nottinghamshire
Inspection number	340164
Inspection dates	5–6 May 2010
Reporting inspector	Mary Hinds

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

Type of school	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Stewart Newman
Headteacher	Kay Collinson
Date of previous school inspection	13 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, seeing 9 teachers, and held meetings with governors, staff and groups of pupils. Inspectors spent the majority of their time on activities related to learning. They observed the school's work, and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 84 parents and carers, 57 pupils and 16 members of staff.

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

- children's achievement in the Early Years Foundation Stage
- the achievement of all groups of pupils in Key Stage 1 particularly girls and more able pupils in mathematics
- the achievement of pupils with special educational needs and/or disabilities
- the effectiveness of planning by senior leaders to improve the quality of teaching to ensure challenge for all pupils
- the effectiveness of the governing body in holding senior leaders to account.

Information about the school

This is a smaller than average school. The proportion of pupils eligible for free school meals is well below the national average as is the percentage of pupils with special educational needs and/or disabilities. Most pupils are of White British heritage. The Early Years Foundation Stage children are taught in a Reception class. The school has Healthy Schools Gold status and the Arts Mark Gold status. An independently managed pre-school group and a before- and after-school club operate on the school site and are subject to a separate inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The highly creative and inclusive ethos enables all pupils, staff, parents and governors to feel part of one big family who all work hard to ensure that everyone fulfils their potential. At the heart of this thinking and learning community are the pupils who are given every opportunity to plan and direct their own learning in many different subjects. This is because key aspects of provision are outstanding. Teaching is good and an increasing proportion of lessons are now outstanding. Procedures for assessment and the creative curriculum are exemplary. Pupils are encouraged to be confident, independent and reflective learners. As a consequence, their behaviour is outstanding and they have an excellent appreciation of how to stay safe and to keep healthy. Pupils' spiritual, moral, social and cultural development is outstanding and this too has a significant impact on their personal development and academic achievement. Parents are full of praise for the school's work not least the excellent care and support provided by the school. Pupils' love of learning is reflected in their attendance which is above average and continuing to rise. Every area of the school is capitalised upon to provide exciting and challenging activities from growing vegetables to caring for rabbits and chickens, all of which inspire the pupils to learn.

Children get off to a good start in the Early Years Foundation Stage, achieving well to attain or exceed the expected early learning goals. Pupils attain well above average standards in reading, writing and mathematics at the end of Key Stage 1. Progress throughout Key Stage 1 is good for all groups of learners, although the school has recognised that some more able girls could be making even more progress in mathematics. This is because, although senior leaders have rigorously tracked individual pupils' progress, they have not always used their own assessments to measure the impact of their work for all groups of learners. Pupils with special educational needs and/or disabilities thrive in this supportive environment and they make good progress because of the skilled help and support they receive.

The school is led by a visionary headteacher who is exceptionally well supported by talented senior leaders and a highly informed governing body. They all have a detailed understanding of the school's overall strengths and areas for development because self-evaluation is very accurate. Both school leaders and governors monitor all aspects of the school's work. This is then used very effectively to formulate detailed plans that lead to further improvement. As a consequence, outstanding outcomes in achievement have been maintained with some outcomes and aspects of provision being outstanding. This demonstrates the school's outstanding capacity to improve still further.

What does the school need to do to improve further?

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- Use the highly effective system for tracking, monitoring and analysing the impact of teaching and other provision to ensure that more able girls' progress in mathematics is outstanding.

Outcomes for individuals and groups of pupils**1**

Pupils achieve well from their varying starting points. Children enter school with skills which vary from year to year. More recent intakes have a higher percentage of children with weaker personal and emotional skills and, therefore, overall skills are now broadly in line with those expected nationally. The vast majority of children make good progress in the Early Years Foundation Stage. This good progress continues in Key Stage 1 with some pupils' achievement being outstanding. However, some more able girls in mathematics could be achieving even more. A trend of high attainment in reading, writing and mathematics has been sustained over the last five years, so that by the time pupils leave school at the end of Key Stage 1 their attainment is well above average in all key subjects. Pupils with special educational needs are fully included in all lessons due to the high quality support and they achieve as well as other pupils.

Thinking skills are at the centre of all learning experiences and, consequently, pupils take a significant role in being responsible for their own learning. Their very positive attitudes and insight into their own styles of learning have created highly motivated, independent and resilient learners. Almost all pupils work with great enthusiasm, enjoyment and cooperation. Teachers routinely use open-ended questions to develop pupils' thinking and understanding. Pupils' behaviour is exemplary. Pupils say they feel very safe in school and have adopted an extremely positive approach to healthy eating and staying fit. They relish the responsibilities they are given, from being representatives of the school council to being Eco warriors. Pupils' spiritual, moral, social and cultural development is excellent. Being part of a community which encourages enquiry skills has enabled pupils to discuss, debate and question their teachers and each other. Consequently, pupils not only have well-developed speaking and listening skills but are also able to reflect, to make connections in their learning and to think through the consequences of their behaviour and that of others. Furthermore, they have an excellent understanding of right and wrong and display great respect for themselves and for others. This, together with their good attendance and well developed basic skills, prepares them exceptionally well for their next stages in education and later life.

These are the grades for pupils' outcomes

¹ 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' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching and learning has improved and is good overall with a significant proportion of teaching being consistently outstanding. In the best lessons, pupils made outstanding progress. This is because teachers have high expectations of all pupils and ensure that they are fully engaged and motivated. In these lessons, teachers demonstrate strong subject knowledge and use their well-honed questioning skills to encourage pupils to reflect and reform their thinking, in response to both the teacher and other pupils. Another significant aspect of this excellent teaching is the high quality thinking time given to allow pupils to think for themselves or to discuss in pairs their ideas before responding to questions. For example, in one lesson pupils were answering questions on data handling. When discussing the teacher's question, without any prompting, one pupil said 'I am going to put on my white hat because this is my thinking hat and I can focus on the data and find things out from it'. The school has worked hard to develop child-friendly assessment procedures. In every lesson, the learning focus and success criteria are shared and displayed with the pupils. In the very best lessons, these are referred to regularly so that tasks are fully matched to the needs of pupils. This continual checking of pupils' understanding enables teachers to adjust the lesson in order to optimise learning, ensuring that almost all pupils achieve their targets. Pupils also evaluate their own and each other's work, and identify strengths and areas for development for one another using the steps to success. Support staff play a vital role in working with pupils with specific needs to boost levels of achievement and involvement. In the few lessons where progress is satisfactory, work is not tailored as well to meet individual needs and abilities. Consequently, valuable learning time is lost

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as pupils either find the work too easy or they are unable to work independently because the work is too challenging.

The curriculum is outstanding and innovative, providing highly relevant and interesting activities for pupils. Learning is organised into themed areas which encourage thinking skills and opportunities for pupils to develop their learning across a range of integrated subjects. The environment is used very effectively to enhance pupils' learning, both internally and externally. For example, every classroom has a themed area where pupils can role play and practise their skills and understanding in exciting contexts, such as a space station. The well-planned and relevant variety of visits and visitors enrich the pupils' experiences significantly. A large majority of pupils also enjoy a wide range of extra-curricular activities from a gardening club to playing football.

Pupils' needs are central to the work of the school and all adults effectively help pupils, parents and carers to get the best from learning. The school works well with external agencies to ensure tailored, expert support for pupils. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools, are excellent. For example, the school has funded their own pre-school play group so that children have a confident and happy start in the Reception classes.

These are the grades for the quality of provision

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

How effective are leadership and management?

Under the very effective leadership of the headteacher and other leaders, the school has flourished. Their commitment and clarity of vision to create a highly effective school to maximise pupils' potential have inspired everyone to meet these high expectations. All staff benefit from well targeted professional development particularly by using the expertise of key staff within school. Morale is high and teamwork is a strength, with excellent opportunities to work collaboratively. For example, the lead professional for developing the school as a thinking community has provided invaluable support and inspiration for all staff. There are robust systems to track pupils' progress. Senior leaders are forensic in their analysis of individual pupils' progress using all available evidence to set challenging targets to ensure outstanding achievement for most groups of pupils. Despite this, it is only recently that the school has implemented strategies to ensure that more able girls make as much progress as other groups in mathematics. Both senior and middle leaders are fully involved in monitoring and evaluating the work of the school

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and increasingly the school is making certain that everyone contributes to this process, including parents and other stakeholders. Governors are fully involved in strategic decisions because they are extremely well informed through: being major contributors to the school's monitoring cycles; decision making for policies and procedures for improvement; and through highly effective relationships and communication systems.

There are clear plans, based on a detailed audit, and a strong commitment to promote community cohesion. Community cohesion is promoted well within the school through the curriculum, displays and resources. Within the wider community educational visits promote pupils' understanding of ethnic groups and cultures beyond those represented locally. International links have been developed through a variety of fundraising initiatives and have recently been strengthened by a link with a school in Uganda.

Arrangements to ensure pupils well-being, safety and health are exemplary. This reflects the school policy to be fully inclusive so that all pupils play a full part in all aspects of school life. The school promotes equality of opportunity well. Partnerships with others are good, particularly with local schools and with support agencies in promoting pupils' well-being. The school has a highly positive relationship with almost all parents and carers and works very effectively to help them to support their children's learning.

These are the grades for leadership and management

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

Early Years Foundation Stage

Induction procedures are good and have been improved still further by the established pre-school provided by the school. Children settle quickly into school life and get off to a good start because staff work closely with parents. They make good progress in all

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areas of learning from a range of starting points and ages. This is because teaching is good. Adults are skilled at promoting childrens' learning and personal development because they know the children very well.

Assessment and observation procedures are good and this information is used well to plan the next steps of learning and to ensure that the children are motivated and enthusiastic. There are well-planned activities within a stimulating environment both inside and outside the classroom where both classes have direct access to the external environment. Children play very well together. They are confident and respond well to the high expectations of staff. They quickly develop independence by taking responsibility for making choices and putting equipment away. The children are very confident when explaining what they are doing and why.

Although there are opportunities for children to choose from a variety of activities some are too teacher directed and do not allow the children to plan and explore their own ideas and interests. Some areas of learning would benefit from more resources and there are plans to offer a greater range of activities in the near future. Children feel safe and are beginning to understand how to keep healthy as they enjoy a healthy snack together and participate in the 'wake up shake up' activities. Good leadership and management ensure that there is close teamwork between all adults. This enables everyone to be involved in self-evaluation which provides the team with a clear overview of strengths and areas for development and effective planning for improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost all of the 84 parents and carers who replied to the questionnaire say their children enjoy school, that the quality of leadership and management is excellent, that the quality of teaching is good and that they feel the school keeps their children safe. A comment such as, 'We are delighted with the education our son is receiving ... he has developed a real love of learning' is a view typical of them. Only a very small minority had concerns regarding children's progress, behaviour, keeping pupils safe and provision for them to learn about a healthy lifestyle. The inspection found no evidence to support these views and judged behaviour and provision to be outstanding and progress to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ernehale 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	67	27	32	1	1	1	1
The school keeps my child safe	46	55	36	43	0	0	1	1
The school informs me about my child's progress	40	48	41	49	2	2	1	1
My child is making enough progress at this school	38	45	40	48	5	6	1	1
The teaching is good at this school	47	56	35	42	1	1	1	1
The school helps me to support my child's learning	46	55	34	40	3	4	0	0
The school helps my child to have a healthy lifestyle	53	63	29	35	2	2	8	10
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)	33	39	39	46	4	5	2	2
The school meets my child's particular needs	40	48	36	43	6	7	3	4
The school deals effectively with unacceptable behaviour	40	48	35	42	6	7	5	6
The school takes account of my suggestions and concerns	32	38	41	49	4	5	1	1
The school is led and managed effectively	51	61	31	37	1	1	1	1
Overall, I am happy with my child's experience at this school	52	62	28	33	3	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 May 2010

Dear Children

Inspection of Ernehale Infant School, Nottingham, NG5 6TA

On behalf of the inspection team I would like to thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were and how very well you behaved. We were immensely impressed by your very mature thinking skills. You and your parents, headteacher, teachers and governors told us that Ernehale is an outstanding school, and we agree. These are the things we found that your school does well:

You get off to a good start in Reception and make good progress in your work through the school. Your attainment by the end of Year 2 is better than in most schools because teaching is good.

You enjoy learning and you take responsibility for your own learning.

Your behaviour is excellent, and you are extremely sensible and know how to keep safe. Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.

Your headteacher, senior teachers and governors lead the school exceptionally well and all the staff work highly effectively together as a team to make sure that Ernehale is a safe, secure and happy place to learn.

To improve your school further, we have asked everyone to:

Improve the way your leaders, governors and teachers measure how well different groups of you learn so that your teachers ensure that you all make outstanding progress.

You can all help by continuing to learn and think really hard. Thank you again for an enjoyable visit to your school and best wishes for the future.

Yours sincerely

Mary Hinds

Lead inspector

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