

Englefield Green Infant School

Inspection report

Unique Reference Number	125101
Local Authority	Surrey
Inspection number	340715
Inspection dates	13–14 October 2009
Reporting inspector	Eileen Chadwick

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Marilyn Slann
Headteacher	Jane Sculpher
Date of previous school inspection	0 September 2006
School address	Barley Mow Road Englefield Green Egham TW20 0NP
Telephone number	01784 435586
Fax number	01784 438300
Email address	admin@englefield-green.surrey.uk

Age group	3–7
Inspection dates	13–14 October 2009
Inspection number	340715

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at its improvement plans, assessment records, pupils' work, curriculum plans, safeguarding and welfare procedures. The 80 parent questionnaires returned to the inspection team were also examined.

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

- children's levels of skills development on entry to the Early Years Foundation Stage and their progress through Nursery and Reception
- pupils' progress across the school for different groups, especially more capable pupils, including the gifted and talented
- the extent of good and better teaching and its impact on pupils' progress
- the impact of leadership and management on raising achievement, especially through developments made in the curriculum and teaching, and through self-evaluation.

Information about the school

This is an average size infant school with a Nursery. It caters for pupils from a diverse range of backgrounds. While most children are White British, the proportion of pupils from minority ethnic backgrounds is above average, as is the number who are learning English as an additional language. These pupils speak a range of languages other than English. An average proportion of pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is lower than that seen in most schools and these pupils mainly have speech, language and physical learning difficulties. The Early Years Foundation Stage children are either in Nursery or in Reception classes. The headteacher took up post 18 months ago.

The school has gained Activemark, Healthy Schools and Eco-Schools awards. It provides a daily before-school breakfast club for pupils in the Nursery up to Year 2. There is also an after-school club on site but this is privately managed.

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

Englefield Green Infant School is a good school. Standards are rising and the school has some outstanding features. The warm and welcoming atmosphere and excellent relationships enable pupils to quickly settle and thrive. Outstanding care, support and guidance and a vibrant curriculum stimulate pupils' interest in school. This helps to promote their excellent spiritual, moral, social and cultural development. Pupils achieve well in the basics throughout the school. Their creative skills are developed excellently through art and design. Outstanding provision in the Nursery gives children a flying start. The great majority of parents are very pleased with the school and their children's progress. One summed up parental views by saying, 'My children enjoy everything about the school; learning is creative, enjoyable and appropriately challenging.' Excellent relationships with parents enable them to be full partners in the education of their children.

Children make good progress in the Early Years Foundation Stage and enter Year 1 with standards that are above average overall, although higher attaining children could still do better in calculation and shape aspects of mathematics. Pupils' continuing good progress through Key Stage 1 leads to significantly above average standards in reading, writing and mathematics by Year 2. Pupils with special educational needs and/or disabilities, those with English as an additional language and average attaining pupils do well. However, the proportions reaching higher levels in reading, writing and mathematics are satisfactory rather than good and some higher attainers have the potential to do better. Throughout the school, pupils develop their information and communication technology (ICT) skills well and their progress in art and design is exceptional.

The headteacher provides very good leadership and, supported by the senior team and all of the staff, has made significant improvements. She has built on the school's strengths and introduced a more exciting, creative and challenging curriculum. There are enhanced systems for checking pupils' progress and all staff are focused on accelerating pupils' achievement. Because of this, its ambition, good record of improvement and accurate self-evaluation, the school has a good capacity for sustained improvement. Middle leaders play an important part in supporting colleagues but there are not yet enough opportunities for them to observe lessons and monitor data which shows how well pupils are learning. This prevents them playing a full part in evaluating the impact of teaching on the progress of different groups and in raising attainment.

Teaching and learning are good and occasionally outstanding. The teaching of phonics in ability groups helps teachers to match pupils' learning to the wide range of attainment and promotes good learning. Occasionally, assessment is not used well enough to

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

consistently challenge the proportion of more capable pupils. Additionally, lesson introductions are too long at times and pupils lose interest. Governance is good overall, although recent changes mean that several governors are new and still receiving training for their roles. The school promotes community cohesion exceedingly well. The breakfast club supports working parents well, giving pupils a good start to the day.

What does the school need to do to improve further?

- Increase the proportions of pupils reaching higher levels in reading, writing and mathematics in Years 1 and 2 and in calculation and shape in Reception by:
 - using assessment more effectively to make sure teaching provides consistent challenge for more capable pupils
 - ensuring lesson introductions are not too long so pupils take a more active part in their learning.
- Increase the involvement of all staff in self-evaluation and school improvement by:
 - increasing the opportunities for middle managers to monitor and evaluate teaching and learning, and making better use of data to improve pupils' progress.

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

Pupils are keen and enthusiastic learners and their behaviour is good. Teachers cultivate pupils' enjoyment of learning by planning exciting themes with practical starting points that capture pupils' immediate interest. When work planned for them is challenging and well matched to their differing abilities, pupils sustain concentration. For example, an outstanding whole-class session in the Nursery built extremely well on children's self-chosen activities, where they had created imaginary birthday cakes using malleable materials and counted candles. During this session all children learned rapidly, including the more capable and those with English as an additional language, because of the way in which the teacher matched her questioning to children's prior attainment and enabled all children to take an active part at their own level.

Although pupils begin school with average levels of skills development, this covers a wide range and includes about one third who are above average in their speaking and listening and personal development, and a similar proportion who are below the standards expected for their age. Standards are rising and while the school is particularly effective in raising standards for most pupils, the proportions reaching higher levels in reading, writing and mathematics are relatively modest. Rigorous catch-up programmes are in place for pupils with special educational needs and/or disabilities. As a result, very nearly all reach the expected standards by the time they leave. Boys and girls, and pupils with English as an additional language, achieve similarly to their peers.

Pupils develop a pride in their school and are very polite and well mannered. They say they feel very safe and are very sure any concerns will be dealt with by staff. Along with

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

developing their responsibility within school, of special note is pupils' respect for other cultures, religions and lifestyles. They form a very good understanding of the different needs of people in their community and abroad through their charity work and curriculum projects. Pupils make an excellent contribution to the running of the school through the school council and help to make some decisions about the curriculum. They undertake many activities in the wider community raising money for charitable causes and suggest their own ideas, for example 'Pennies in the Paws', to help support tigers and polar bears. They look after their attractive school environment and recycling activities give the pupils first-rate practical experiences of caring for their planet. Reflecting the school's Healthy Schools and Activemark awards, pupils show they understand how to lead healthy lifestyles. Many of them enjoy the school's nourishing lunches and take full advantage of the many sporting activities, including using the outdoor play equipment. Pupils' good progress in developing basic literacy, numeracy and ICT skills, good attendance and many worthwhile social opportunities prepare them well for the future.

These are the grades for pupils' outcomes

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

How effective is the provision?

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

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

Teachers are enthusiastic and work very closely with teaching assistants who make a good contribution to supporting pupils in their learning. Teachers make very good use of practical resources, including interactive whiteboards, helping to ensure learning is fun. They are extremely successful in helping pupils to develop their communication skills and vocabulary. Rooms and other spaces are organised well so that equipment is easily to hand for both teachers and pupils. Teachers are keen to improve their practice, and recommendations are willingly accepted and quickly acted on. Not all planning is clear about how learning will challenge all learners.

The curriculum is inspiring and subjects are linked very imaginatively together. The outdoor environment is used extremely well to stimulate pupils' learning in art and design and understanding of the natural world. Throughout the school, there are stunning examples of pupils' artwork and the way in which art, visits and visitors bring learning alive and are used to underpin academic learning. There are some particularly good examples of pupils' writing where they have written for different purposes across the curriculum. The school is rightly focusing on improving spelling and punctuation. The curriculum is enriched by a wide range of after-school clubs and excellent partnerships with other schools enrich pupils' learning.

The extremely caring ethos results in very happy pupils who want to learn. The school works extremely well with parents and external support agencies to ensure those with special educational needs and/or disabilities receive maximum support. Enhanced procedures have had a good impact on raising attendance levels.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The headteacher has established herself at the heart of the school and provides vision and energetic leadership. She has communicated her vision for improvement very well to her staff. The new leadership structure is well thought through and empowers leaders at all levels so they can play their part in raising achievement. School leaders have developed a robust system so that the progress of classes, groups and individual pupils can be tracked against their targets. The school carefully checks the impact of its work through evaluating assessment data, monitoring teaching and learning and taking account of feedback from pupils and parents. The school has identified the right priorities for moving the school forward and this includes the development of middle managers' monitoring and evaluation roles. These staff have often been improving their

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

own expertise and now play an important part in supporting colleagues, for example through examining planning and pupils' work and sharing their expertise. Governors are very well led by a knowledgeable chair of governors. They support the school well and fulfil all statutory duties. Between them, they have a good range of expertise. Their monitoring of the progress of different groups is not yet rigorous enough. Arrangements for safeguarding are excellent and reflect high standards of pastoral care and a safe environment.

The school promotes community cohesion extremely well. The school is a very united place where all staff and pupils value each other's cultures and the range of different cultures and faiths in the school are celebrated. Excellent international links, often through pupils' own families, enhance pupils' understanding of children's lives in other countries as well as nationally. There are extensive outreach events in which the school interacts with wider communities, including with other schools, to share its expertise and to learn from them.

These are the grades for leadership and management

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

Early Years Foundation Stage

About one third of the Reception children have not attended the school's Nursery. Children's levels of skills development on entry to the Nursery and that of direct entrants into Reception is broadly average but this includes a substantial proportion of more capable children as well as a significant minority who enter below average in speaking, listening and personal development. Children's progress is excellent in the Nursery and good in Reception. By the end of Reception, standards are mainly above average,

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

although more capable children do not do as well as they should in calculation and shape aspects of mathematics. In both Nursery and Reception, children settle happily due to the excellent induction procedures. The promotion of children's welfare and safety is outstanding.

In both Nursery and Reception, children develop their independent learning and enquiry skills particularly well. There is a good balance for children to learn both through focused adult-led sessions and purposeful play. In Nursery and Reception, teachers create exciting contexts to help children learn through investigation, for example the 'Baby Clinic'. Role-play areas are linked well to topics and, in the Nursery, these provide excellent scope for children to develop their communication skills, knowledge and creativity. Occasionally, in Reception, role-play and other activities do not provide enough extension for more capable children in mathematics. Staff make good use of the external areas, although the small outside area in Reception restricts outdoor learning. Changes are imminent and the Reception outdoor area is about to be improved.

Children in the breakfast club are very well cared for. They have very worthwhile activities and enjoy healthy breakfasts. Leadership and management of the Early Years Foundation Stage are good. A uniform assessment system has been developed across both Nursery and Reception and this term, staff have started to record assessments electronically in order to evaluate the impact of provision on individual and group progress more easily.

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

Parents said how pleased they were that their children enjoy school so much and many are delighted with the progress they are making. They are particularly pleased with the way the headteacher is building on the school's strengths and taking the school forward in important ways. Of particular note is the value they place on changes to the curriculum which have inspired their children and opened up new avenues of learning. However, a small number of parents felt their children could make more progress and the inspection team agrees that more able pupils in particular could do better.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Englefield Green 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 received 80 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	78	17	21	1	1	0	0
The school keeps my child safe	58	73	20	25	2	2	0	0
The school informs me about my child's progress	40	50	35	44	3	4	0	0
My child is making enough progress at this school	39	49	36	45	3	4	0	0
The teaching is good at this school	50	63	27	34	1	1	0	0
The school helps me to support my child's learning	43	54	33	42	2	2	0	0
The school helps my child to have a healthy lifestyle	53	66	26	33	5	6	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)	45	56	26	33	5	6	0	0
The school meets my child's particular needs	44	55	33	41	1	1	0	0
The school deals effectively with unacceptable behaviour	36	45	36	45	3	4	0	0
The school takes account of my suggestions and concerns	34	43	38	47	4	5	0	0
The school is led and managed effectively	42	53	34	43	3	4	0	0
Overall, I am happy with my child's experience at this school	55	69	23	29	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"> ■ 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 pupil's 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.



14 October 2009

Dear Children

Inspection of Englefield Green Infant School, Egham TW20 0NP

Thank you so much for the friendly welcome you gave us when we visited your school. We really enjoyed finding out about how much you enjoy school and learning about the interesting things you do.

First, you need to know your school is good one where you make good progress. Here are some of the many things your school does well:

- You do well in reading, writing and mathematics and reach above average standards.
- Those of you in the Nursery get off to an excellent start and you learn well in Reception.
- You help to make your school such a special place because you are helpful, work hard, and behave well.
- You understand how important it is to keep fit and healthy and enjoy sport. You know you should not eat too many sweets and cakes.
- You have really good learning opportunities in ICT and sport.
- You have fantastic opportunities for art and for visits and visitors.
- Your headteacher leads you all extremely well and all the staff and governors think very carefully about what is best for you.
- Staff take very good care of you. You get extra help if you need it so you can learn new things as quickly as possible.

This is what we are asking your school to do to improve:

- Help some more of you to reach higher levels in reading, writing and mathematics.
- Make sure your work is never too easy, lesson introductions are not too long and you always have enough opportunities to share your ideas.
- Help teachers who lead subjects to be more involved in checking up on how well you are learning.

We hope you will continue to enjoy school and continue to work hard in all you do.

Yours faithfully

Eileen Chadwick

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.