

# Elmbridge Infant School

## Inspection report

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<b>Unique Reference Number</b>	115488
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	290239
<b>Inspection dates</b>	20-21 June
<b>Reporting inspector</b>	Jacqueline Ikin

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 on roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Wallace
<b>Headteacher</b>	Ms Sue Kilminster
<b>Date of previous school inspection</b>	April 2005
<b>School address</b>	Windfall Way Gloucester GL2 0LN
<b>Telephone number</b>	01452 520943
<b>Fax number</b>	01452 520943

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<b>Age group</b>	4-7
<b>Inspection date(s)</b>	20-21 June 2007
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized infant school. Most pupils come from White British backgrounds but a significant proportion is from a range of minority ethnic groups. A small number of pupils speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is average. A new headteacher was appointed in September 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

This is a sound school with good features. The school's previous designation as having serious weaknesses no longer applies. The headteacher's excellent leadership has resulted in significant improvements since the last inspection. Its capacity for further improvement is good. The school has a purposeful and nurturing atmosphere in which most people feel involved, trusted and valued. Pupils' good personal development, their growth in confidence and their positive attitudes towards learning result from good relationships with teachers and good care, guidance and support. Although many parents found it hard to accept the findings of the last inspection, their comments indicate that they are now overwhelmingly appreciative of the school's work. One parent, summing up the views of others, commented, 'I thought the last ruling was hard but can see that pupils' progress is now good.'

Teaching and learning are good. Pupils of all abilities, including those with learning difficulties and those who are more able, make good progress in lessons. They are quickly catching up with work they have missed in the past and their achievement is now satisfactory. Standards are above average in reading and mathematics and average in information and communication technology (ICT) and science. Standards in writing have improved and are now average but boys do less well than girls in this area. This is because there is not enough use of methods and resources to meet their particular needs and interests.

The curriculum has improved as a result of the good leadership of the assistant headteacher and is now good. Good planning in all subjects ensures that pupils of all abilities work at appropriate levels as they move through the school. Good links between subjects bring learning to life and provide meaningful opportunities for pupils to apply their literacy, numeracy and ICT skills. The extent to which pupils are involved in making decisions about their work and encouragement to find the best ways of approaching it varies between classes. Assessment is very good in English and mathematics but its use varies in other subjects. Satisfactory provision for reception children ensures a soundly balanced range of opportunities to learn through direct teaching and practical activities.

Leadership and management are satisfactory overall. There are significant strengths in the senior management of the school and the chair of governors has provided unstinting support. Strong links have been built with other agencies to augment the school's provision for pupils who need additional help. Rigorous self-evaluation procedures are in place. However, the role of the subject leaders in monitoring and evaluation and improving provision in the areas for which they are responsible is underdeveloped.

## What the school should do to improve further

- Improve boys' achievement in writing by developing more opportunities for them to write about matters that interest them.
- Improve the role of subject leaders in monitoring and evaluation and in the development of consistent assessment procedures in all subjects.
- Ensure that pupils' skills in making decisions about their learning are developed progressively as they move through the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Achievement and standards

**Grade: 3**

There is a very wide range of attainment on entry to the school but it is a little above average overall. Children make satisfactory progress in the Reception Year and most reach the standards expected by the beginning of Year 1. Standards in Years 1 and 2 have risen since the last inspection as a result of improvements in teaching and rigorous monitoring of pupils' progress. The underachievement, seen at the time of the last inspection, has been eradicated. This is because pupils are generally making good progress in lessons and their achievement is now satisfactory. Standards are broadly average and above average in some areas. The good attention given to helping pupils to develop their reading skills in small groups and to improving their calculation skills has contributed to better standards in reading and mathematics. Improvements in resources have helped to raise standards in ICT. Boys and girls do equally well in reading and mathematics but boys do less well than girls in writing. Pupils with learning difficulties achieve satisfactorily. Those with English as an additional language receive the support they need to take full part in lessons and reach the standards of which they are capable.

## Personal development and well-being

**Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Their understanding of right and wrong and of their own feelings and emotions are evident in class discussions and in their poetry writing. Pupils' respect for different beliefs and ideas is seen in the good relationships between the various ethnic groups. Pupils' cultural development also benefits from links with a school in the Gambia and a whole school African week.

Behaviour is good overall. A consistent approach to the management of the small number of pupils with very challenging behaviour is beginning to have a positive impact. Pupils say they enjoy school because lessons are 'fun and exciting'. In the best lessons pupils sustain concentration for extended periods because of the lively and interesting way that learning is presented. However, they become restless when

they have to listen for too long and are not given enough opportunity to do things for themselves.

Pupils respond well when given responsibility for jobs around the school, for example, as members of the newly formed school council. They have good awareness of how to keep themselves safe and healthy. Their good personal development and sound acquisition of literacy and numeracy skills ensure that they are satisfactorily prepared for their future lives.

The school is making every effort to improve its broadly average attendance figures but its work is inhibited by parents taking their children on holiday during term-time.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teaching and learning have improved significantly since the last inspection. Good teaching leads to good progress in lessons but has not yet had time to lead to good achievement over the longer term. Good use is made of ongoing assessment to identify gaps in pupils' learning and put right misconceptions. Good planning and marking reflect teachers' good subject knowledge across the curriculum. Some lessons, such as one in Year 1 following a farm visit, are outstanding. Highly skilled questioning and practical methods captured pupils' interest and moved learning on at an exceptional pace. Good opportunities for pupils to talk about and explain their work to each other are contributing to the good progress that pupils make. In a small number of lessons, pupils sit for too long listening without being actively involved in learning. Opportunities for pupils to make choices and decisions in the course of their work vary. Sometimes too much is done for pupils that they should be able to do for themselves. For example, at times, they wait for help from their teacher because they are unsure of how to spell a word or about what to do next.

### Curriculum and other activities

**Grade: 2**

The curriculum has improved considerably since the last inspection under the guidance of the assistant headteacher. Clear guidance on the progression of skills for each subject in Years 1 and 2 has contributed to good planning for subjects such as history and geography. This has made a significant contribution to the improvement in standards since the last inspection. The provision of a bank of laptop computers is contributing to better ICT skills. Good links between subjects give pupils opportunities to apply their reading, numeracy and ICT skills in purposeful ways and are contributing to better standards in English and mathematics. Pupils are beginning to make better use of their writing skills in a range of subjects but there is scope to improve the ways that boys are involved in writing tasks. Pupils with learning difficulties and disabilities are soundly supported to enable them to have full access to the curriculum. There is good provision to help those who speak English as an additional language acquire the language skills they need to take a full part in lessons. Provision for extension activities ensures that the needs of the more able are met. The good range of educational visits and lunchtime activities contributes well to learning

and pupils' enjoyment of school. The curriculum for the Reception classes is generally well planned but the links with the Years 1 and 2 curriculum have not yet been fully exploited to ensure smooth transition between Reception and Year 1.

## **Care, guidance and support**

**Grade: 2**

There are key strengths in the quality of pastoral care. Pupils feel safe and secure, and know that they can approach staff if they have any problems. Child protection procedures are thorough and regular health and safety checks are carried out. The school has forged constructive links with outside agencies to provide support for pupils when required, for example, for those who have challenging behaviour. Good arrangements support the induction of children into Reception and pupils' transfer at the end of Year 2. Academic support and guidance are good. Rigorous assessment, target setting and tracking systems are now in place in mathematics and English. Consequently teachers are now much more aware of the progress pupils are making in literacy and numeracy, including those who need extra support to make up for lost ground as well as those needing more challenge. Assessment in subjects other than English and mathematics is satisfactory but not enough use is made of the information to ensure that work is matched to the different needs of pupils.

## **Leadership and management**

**Grade: 3**

The headteacher's contribution to the improvements made has been outstanding. Her drive and commitment has secured improvement in every aspect of school life and she has acted very effectively to deal with inadequacies in teaching and learning. She has created a common sense of purpose amongst staff, pupils and governors and due to her leadership the school's capacity for further improvement is good. The assistant headteacher sets an excellent example by the quality of her teaching and had a significant influence on the curriculum.

Precise systems for checking the school's work are in place and they are used well by the senior management team to set, monitor and achieve key goals. Subject leaders have benefited from their involvement in curriculum development, but recognise that their skills in monitoring and evaluation need further work. The chair of governors gives strong support to the school but continuing vacancies on the governing body have limited their monitoring and evaluation work.

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**Annex B****Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The quality and standards in the Foundation Stage	<b>3</b>
The effectiveness and efficiency of boarding provision	<b>NA</b>
The effectiveness of the school's self-evaluation	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

**Achievement and standards**

<b>How well do learners achieve?</b>	<b>3</b>
The standards <sup>1</sup> reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>3</b>

**Personal development and well-being**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The behaviour of learners	<b>2</b>
The attendance of learners	<b>3</b>
How well learners enjoy their education	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>3</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets	<b>2</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>



22 June 2007

Dear Children,

### **Inspection of Elmbridge Infant School, Gloucester GL2 0NZ**

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, hearing you sing and watching you learn and play. We can see why you are so proud of your school and why you like your headteacher and teachers so much. We think that it gives you a sound education.

#### **What we liked about your school:**

- Your headteacher is doing an excellent job in making the school a better place for you to learn. All your teachers and governors support her well in this.
- You work hard and your teachers are helping you to make the progress that you should.
- The subjects that you learn are planned well and give you opportunities to learn in interesting ways.
- You act in a confident and grown up way and do a lot to look after the school and each other and to help make the school a happy place.
- The school takes very good care of you and gives you all the support you need.

#### **What we think needs to be improved:**

- Boys need more help to do better in writing.
- We are asking those in charge of different subjects to do more checking on how well you are doing.
- You could be encouraged to think things through for yourselves and make more decisions about how to organise your learning.

You can help in all this by continuing to behave sensibly, work hard and make the school a happy place.

Yours sincerely,

Jacqueline Ikin  
Lead inspector