

Galleywood Infant School

Inspection report

Unique Reference Number	114887
Local Authority	Essex
Inspection number	363826
Inspection dates	12–13 May 2011
Reporting inspector	Geof Timms

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Paul Turner
Headteacher	Sarah Manning
Date of previous school inspection	20 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by six teachers. Meetings were held with the school council, members of the governing body, teachers and senior leaders. Inspectors observed the school's work and looked at samples of pupils' work, assessment data, school improvement planning and a range of policies and other documents. Seventy-six parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How is the school raising pupils' attainment in mathematics?
- What is the school doing to support higher attaining pupils?
- How well does the curriculum support all pupils' learning?
- How have recent changes in the Early Years Foundation Stage improved provision and outcomes?

Information about the school

This is a smaller-than-average school. The proportion of pupils known to be eligible for free school meals is broadly average. The vast majority of the pupils are from a White British heritage. A small number of pupils are from a range of other backgrounds and a below-average proportion speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and four have statements of special educational need entitling them to extra support. The school has Healthy School status, an Active Mark, a silver Food for Life award and an International School Foundation award.

There is a privately run before- and after-school club on the school site. This is inspected separately.

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

The school is providing pupils with an outstanding quality of education leading to high attainment and excellent preparation for their future education. It has built on the strengths found at the last inspection and continually looks for improvement by spreading good practice within the school and seeking outside expertise and guidance when appropriate. There is no complacency and a firm ambition to do the best possible for all pupils. The school staff and governing body have a detailed knowledge of the school's strengths and weaknesses, and of how they plan to improve provision further. Because of this the school demonstrates an outstanding capacity for sustained improvement.

Standards are high when pupils leave the school and this represents excellent progress from their levels of knowledge and skills when they start school. This includes the progress made by all groups of pupils. Those with special educational needs and/or disabilities make excellent progress due to the effective and very well-planned support they receive. Recent changes to the teaching of mathematics have had a positive impact on girls' progress and more pupils now reach the higher levels. In addition, very effective work has been done to improve boys' writing skills, largely through adapting the imaginative themes and tasks they are given.

Recent improvements to the Early Years Foundation Stage provision have been positive and effective and are resulting currently in good outcomes and rising standards. Even so, more remains to be done to extend the use of the outdoor area and to analyse and make best use of staff observations of children's learning. In Years 1 and 2, consistently high quality teaching and an excellent, imaginative and often innovative curriculum is supporting excellent learning among all groups of pupils. Although they make excellent progress in learning and attain high standards, the most-able pupils are not always sufficiently challenged to solve problems and to take more responsibility for their learning and thus develop their independence to an even higher level.

Teaching is successful because the planning makes very effective use of cross-curricular links to help make activities more meaningful to pupils. Because of this they have excellent opportunities to use the skills they have learned in a variety of situations. A major strength of the school is the excellent care, guidance and support provided for all children, leading to the outstanding outcomes in their personal, social and emotional development. The project on 'Food for Life', which supports the growing of fruit and vegetables and learning about healthy living, has an excellent impact on pupils' knowledge and understanding. Parents, carers and pupils talk about how safe they feel in the school and there are strong systems and procedures in place for recruiting staff and keeping pupils safe.

The headteacher, senior leaders and the governing body make an excellent team with a strong focus on continual improvement and ensuring the best for every pupil. This is especially evident in the excellent provision made for some of the most vulnerable

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children. The school's monitoring and evaluation of itself, including that of the governing body, supported by the use of external expertise when needed, ensures that any areas in need of improvement are quickly recognised and addressed.

What does the school need to do to improve further?

- Embed the recent changes to leadership and provision in the Early Years Foundation Stage and put into place the existing plans for improving outcomes.
- Develop a more personalised approach to learning for the most-able pupils offering greater opportunities for independent activities and problem solving.

Outcomes for individuals and groups of pupils

1

Data shows standards in reading, writing and mathematics are consistently high over time. This is also evident in the work of the current Year 2. Levels of skills and knowledge are broadly average on entry, although with some significant weaknesses in some year groups. This represents excellent achievement. Writing is used across the curriculum and pupils develop high quality skills by reinforcing their understanding in a variety of ways. Teachers often set up tasks that relate to real-life and these particularly support the boys' learning. For example, during the inspection Year 2 pupils were set the task of writing a brochure for a castle they are to visit, using their historical knowledge as a basis for developing vocabulary and sentence writing skills. There are no significant differences in the excellent progress made by all pupils from their individual starting points. In addition to pupils' high quality basic skills the school supports their cultural development well. Pupils produce some imaginative and exceptionally high quality work in art and design.

Attendance is consistently well-above average and this helps the excellent building of future learning habits evident throughout the school's work. These are also supported by the high levels of basic skills, the creation of an environment in which pupils are safe and secure and where they develop very high levels of understanding of how to keep themselves healthy. They make an outstanding contribution to the school and local community in a number of ways, especially through the food growing and farm visit activities. Spiritual, moral and social issues are extremely well developed through a wide range of activities and pupils' behaviour is excellent and has a positive impact on their learning.

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These are the grades for pupils' outcomes

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	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

The school has developed a strong teaching team which works well together. Alongside the high quality learning support assistants, teachers provide challenging and imaginative activities that are well-planned to develop pupils' skills. Teachers know the pupils' strengths and weaknesses well. They set appropriate targets based on a clear and accurate assessment of their learning. Relationships are excellent and pupils feel confident in the support and guidance they receive. Teachers are especially good at providing time for pupils to think and share ideas before answering questions. The teachers make excellent and imaginative use of new technology and especially of the provision of visualizers which give the pupils great opportunities to share their learning with their peers through information and communication technology.

The excellent curriculum is innovative and imaginative. It provides all pupils with an exciting range of experiences that fire their imaginations and interests. For example, there has been the development of many outdoor activities such as growing food, taking part in 'forest school' activities or the wide range of sporting opportunities. This includes excellent partnerships with parents and carers, many of whom provide their expertise to help teachers in school in, for example, gardening activities. Cross-curricular links made are appropriate and natural and have an excellent impact on progress.

The school has maintained its excellent levels of care, guidance and support since the last inspection. Pupils, including those most vulnerable due to their circumstances, are cared

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for extremely well. Staff know pupils and their families well and the support for those with special educational needs and/or disabilities is excellent. Parents and carers say that they are very happy that the school listens and takes note of any suggestions or concerns they have and they feel well-supported, sometimes on a personal level.

These are the grades for the quality of provision

The quality of teaching	1
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?

The success of the school, its excellent provision and high quality outcomes are due to outstanding leadership and management. This is reflected in the fact that all those staff who completed a questionnaire said they were proud to be a member of staff at this school. The school runs extremely smoothly on a day-to-day basis. Data is used very effectively to track pupils' progress and ensure no one is left behind. Equality of opportunity is evident in all of the school's work. The pupils with special educational needs and/or disabilities are fully included into all aspects of school life, and this is also evident in the respect shown them by their peers. During the inspection a class assembly was very well supported by parents, carers and other family members and this is one indication of the evidently excellent partnerships with parents and carers that exist. Partnerships with other outside agencies are equally outstanding and support the learning of the more vulnerable pupils, as well as the on-going continual development of teachers' knowledge and skills and the innovative curriculum.

The governing body provides an outstanding level of support and challenge to the school ensuring a lack of complacency. They visit regularly and with specific purposes, observing and monitoring the school's work and reporting in detail back to the governing body meetings. Safeguarding arrangements are good and appropriate checks on all adults involved in the school are carried out. The school has developed excellent links with the local community and is doing some good work on teaching pupils about how people live in other parts of the world. However, the pupils have less understanding of how others live in different parts of this country and the school has plans to address this.

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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	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	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Reception classes have been through a number of significant changes to staffing and leadership, as well as planning and assessment arrangements recently. Many of these changes have been very positive. For example, in line with the rest of the school, the staff provide an excellent curriculum which covers the expected areas of learning in an imaginative and cross-curricular way. The work is often very pupil-focused so children can follow their interests and develop learning skills effectively and based on what they already know.

Excellent records of learning are now kept although these were only recently introduced. The classes have a good outdoor area and also make full use of the vegetable garden and the forest school area. The planning for the most effective use of the outdoors is at an early stage. Leadership and management of the Early Years Foundation Stage are good and beginning to have a positive impact on outcomes. Children are making good progress overall and many make excellent progress in their personal, social and emotional development. This is helping prepare them for their future learning very effectively.

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	2

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

Stage	
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Views of parents and carers

A larger than average proportion of the parents and carers returned questionnaires. The vast majority of the returns were very positive and parents and carers are clearly happy with almost all aspects of the school's work. All those who replied felt that their children were happy and safe at school, that the school is effective in teaching their children how to stay healthy and that the school listens to their suggestions and concerns. In addition, all parents who responded were happy with their child's experience at the school. A few parents felt the school did not always prepare their child well enough for the future. The inspection evidence supports the parents' and carers' positive views. In addition, the high attainment and well-developed learning skills prepare pupils well for the next stage in their education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Galleywood 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	80	15	20	0	0	0	0
The school keeps my child safe	59	78	17	22	0	0	0	0
My school informs me about my child's progress	48	63	27	36	1	1	0	0
My child is making enough progress at this school	48	63	25	33	3	4	0	0
The teaching is good at this school	56	74	19	25	0	0	0	0
The school helps me to support my child's learning	49	64	26	34	1	1	0	0
The school helps my child to have a healthy lifestyle	57	75	19	25	0	0	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)	43	57	26	35	0	0	0	0
The school meets my child's particular needs	50	66	25	33	0	0	0	0
The school deals effectively with unacceptable behaviour	39	51	31	41	1	1	0	0
The school takes account of my suggestions and concerns	42	55	34	45	0	0	0	0
The school is led and managed effectively	61	80	13	17	1	1	0	0
Overall, I am happy with my child's experience at this school	62	82	14	18	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



15 May 2011

Dear Pupils

Inspection of Galleywood Infant School, Chelmsford, Essex, CM2 8RR

I am writing to thank you for the help you gave us when we visited your school recently. We enjoyed meeting you and talking to you about your school. You told us a lot about what you enjoy doing there.

We think yours is an outstanding school and you are learning a lot of new things. You reach high standards in reading, writing and mathematics. You behave very well and this helps your teachers give you exciting and imaginative things to do.

Your teachers work very hard to help you learn. We especially liked seeing you working in the gardens and polytunnel, and tasting your lettuce.

The school is very well led and managed by the headteacher and the other senior teachers. The governing body also have a very positive role in ensuring yours is such a good school.

We have asked the school to do two things to help it get even better.

Keep working to improve the learning in the Reception classes.

Make sure those of you who find learning easy are given more opportunities to solve problems and to work independently.

Many thanks again for the polite and friendly way you welcomed us. Enjoy your time at Galleywood and keep working hard.

Yours sincerely

Geof Timms

Lead inspector

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