

# Furze Infant School

Bennett Road, Chadwell Heath, Romford, Essex, RM6 6ES

**Inspection dates** 18–19 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The strong leadership of the executive headteacher, head of school and governors has created a dedicated and enthusiastic team. Members of staff are proud to work at this school and be part of the federation.
- Very effective staff training and management of staff performance are ensuring that the quality of teaching is improving and is now good, with an increasing proportion that is outstanding. This is why achievement has risen rapidly and is now good.
- Achievement is good. After a good start in the Nursery and Reception classes, pupils make at least good progress across Key Stage 1 to standards that are above average in mathematics and reading and broadly average in writing.
- Pupils who speak English as an additional language, pupils with special educational needs and pupils known to be eligible for the pupil premium funding are all supported well to make at least good progress.
- Pupils behave well in lessons and around the school. They are polite and friendly to each other and visitors. The pupils say they feel safe in school and say that there is no bullying.
- The school benefits from being part of the federation. The sharing of expertise and close working together have helped to improve the quality of teaching and learning.
- The school is a harmonious and cohesive community and promotes pupils' spiritual, moral, social and cultural development well. Pupils from different backgrounds and faiths work and play very well together.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. Consequently, not all pupils make rapid progress or achieve the higher levels of which they are capable.
- Boys have improved but still make less progress than girls, particularly in writing.
- Feedback to pupils is not always detailed or frequent enough.
- Newly appointed middle leaders have still to develop their roles and to contribute fully to accelerating pupils' progress.

## Information about this inspection

- Inspectors observed teaching in 22 lessons or parts of lessons. Five of these were jointly observed with senior leaders.
- Inspectors heard pupils read and looked at samples of pupils' work and attended a class assembly.
- Inspectors examined 18 responses to the online Parent View questionnaire, talked to a group of parents before school and took account of a recent school questionnaire. They also took account of the views of staff expressed in 40 questionnaires.
- Discussions were held with representatives from the local authority's advisory service, the Chair of the Governing Body and other members, and members of the school staff.
- Inspectors examined pupils' progress data and other school documentation including safeguarding information.
- A formal discussion was held with a group of pupils and inspectors also talked to pupils at break and lunch times as well as in lessons.

## Inspection team

Barbara Firth, Lead inspector

Additional Inspector

Avtar Sherri

Additional Inspector

Michelle Thomas

Additional Inspector

## Full report

### Information about this school

- Furze Infant School is a larger-than-average-sized infant school.
- The large majority of pupils come from a range of minority ethnic heritages, and this proportion is much higher than usual. Almost half of pupils speak English as an additional language.
- A lower-than-average proportion of pupils are supported through school action or school action plus or have a statement of special education needs.
- Almost a third of the pupils are known to be eligible for support through the pupil premium, which is additional funding given to schools for children in specific groups including those in the care of the local authority and those known to be eligible for free school meals. At Furze Infant School the pupils eligible for the pupil premium are those known to be entitled to free school meals, and this proportion is just higher than the national average.
- The school is led by an executive headteacher who is also the executive headteacher of the junior school which most of the pupils go to when they leave Furze Infant School. These two schools form a federation and share one governing body.
- The executive headteacher is a National Leader of Education and together with other members of staff from both schools in the federation support a number of other local schools.
- The school welcomed six new teachers to the staff in September including three newly qualified teachers. A number of staff were absent during the inspection for approved reasons.

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

- Improve the quality of teaching and learning so that it is consistently good and a greater proportion is outstanding by:
  - ensuring that all teachers provide work that stretches and moves learning forward quickly, especially for the more-able pupils and particularly boys so that more of them exceed expectations at the end of Reception and attain the higher levels by the end of Year 2
  - providing clear written feedback on pupils' work and appropriate opportunities for pupils to respond to the advice given so that they can take responsibility for their own progress and reach or exceed their targets
  - providing more opportunities across the school, and particularly in the Nursery and Reception classes, for pupils to write more, including those activities that appeal to boys' interests, both indoors and outdoors.
- Improve the leadership of the school by:
  - developing the roles and responsibilities of the middle leaders, particularly those newly appointed, so that they take an increasing amount of responsibility for school improvement

## Inspection judgements

### The achievement of pupils is good

- Children join the Nursery with knowledge and skills that are well below those typical for their age. They have a good start in the Early Years Foundation Stage because they are taught well and, by the end of Reception, are achieving standards broadly in line with national expectations in most areas of learning.
- Attainment at the end of Key Stage 1 is improving. 2012 data showed that attainment at the end of Year 2, in the national tests, was better than that of 2011, being significantly above the national average overall and especially so in mathematics. School data show that in 2013 the school sustained these improvements. Standards in mathematics and in reading have continued to improve, being both above that achieved in 2012. Attainment in writing is also improving and is now broadly in line with the national average. However, boys do not attain as well as girls and especially at the higher levels.
- Almost all pupils make at least expected progress and the proportion making better than expected progress is increasing. School data show, that in 2013, pupils in Year 2 made outstanding progress across the year. Pupils in Year 1 made at least expected progress.
- The achievement in reading is improving across the school. In 2012, attainment was above average and current data provided by the school indicate that it has improved further in 2013. Pupils enjoy reading, showing confidence and enthusiasm. Younger pupils are able to link letters to the sounds they make and make reasonable attempts at unknown words. As a consequence of good and well-focused strategies, pupils who did not attain the expected standard in the government's phonic screening check in 2012 at age six made good progress to attain at least average standards at the end of Year 2. School data show that the percentage attaining the expected standard in 2013 increased. The proportion of pupils attaining the higher level in reading at the end of Key Stage 1 is above the national average.
- The achievement of pupils in writing is also improving over time, but at a slower rate than in reading or mathematics. Both at the end of the Early Years Foundation Stage and the end of Year 2, fewer pupils, and especially boys, attain above expectations or achieve the higher levels in writing.
- Disabled pupils, those who have special educational needs and those who speak English as an additional language achieve at least as well as their peers and many make outstanding progress as a result of the effective support they are given.
- Pupils eligible for the pupil premium make at least expected progress across the school and some make better than expected progress to attainment that, in 2012, was above that of their peers nationally in both English and mathematics. School data for 2013, however, show that although girls eligible for the pupil premium attained as well as other girls in the school, boys eligible for the pupil premium did not attain as well as their peers, especially at the higher levels. Overall, they were approximately six months behind their peers in reading, writing and mathematics.

### The quality of teaching is good

- Leaders' regular checking shows that teaching is increasingly good or better and inspectors observed a good proportion of high quality teaching, enabling pupils to be fully involved in their learning and make rapid progress.
- The quality of teaching in the Early Years Foundation Stage is good and, as a result, children make at least good progress in both Nursery and Reception classes. Children were observed being actively engaged and enjoying a good range of activities which were well planned both inside and outdoors. This is an improvement since the previous inspection. Both teachers and teaching assistants are skilled in asking good questions which encourage independence and help move children on with their learning. Although there were lots of opportunities and resources for

children to develop and practise their reading and numeracy skills, there were fewer activities which encouraged children to develop their writing skills, especially those activities that would interest boys.

- In the best lessons teachers plan tasks where pupils can build on their prior learning and progressively develop skills step by step. For example, in a Year 2 lesson, outstanding teaching enables pupils to develop numeracy skills while focusing on ensuring that their language skills are sufficiently developed to understand complex questions. Here, pupils learn the difference between regular and irregular triangles, practising carefully the correct way of describing the differences.
- In a minority of lessons observed, the most-able pupils were occasionally insufficiently challenged so that they found the work too easy. Occasionally, opportunities were not always taken to move learning forward quickly for these pupils, particularly when they have demonstrated understanding.
- Information and communication technology is used very well to enrich learning. For example teachers systematically used visualisers to demonstrate how to complete tasks or share pupils' work.
- Teachers mark work regularly and use this assessment information to plan lessons effectively. However, there are inconsistencies in the quality of written advice they provide to enable pupils to have a clear understanding of how to improve. Opportunities are not always taken to further promote pupils' independence by enabling pupils to respond to comments, practise skills, or to take more responsibility for working towards their targets through assessing their own or their peers' work.
- Disabled pupils and those who have special educational needs are very well supported by teaching assistants who are a real strength of the school's staff. They know pupils well, and this enables them to provide appropriate support and to promote pupils' independence.

### **The behaviour and safety of pupils** are good

- This is a warm, welcoming school in which pupils are safe and behave well. Pupils play and learn together in a very positive and happy atmosphere. They are friendly and polite, with pupils from a variety of cultural backgrounds developing positive relationships with each other.
- Pupils, staff and the overwhelming majority of parents and carers agree that behaviour is typically good both in lessons and around the school.
- Pupils learn from a young age to share and take turns through the range of activities provided for them. Pupils move around the school well and in lessons collaborate very well, help each other and show appreciation for each other's achievements.
- Pupils enjoy coming to school and, as a result, levels of attendance are improving and are in line with the national average.
- Pupils are clear about the different types of bullying and know how to keep themselves safe. They have a strong awareness of how to keep safe when using the internet and also know that racist, homophobic and other name calling is wrong. Pupils say that there is not any bullying in the school and the school records and incident logs would support this. However, they are very clear as to what to do if such an incident occurred.

### **The leadership and management** are good

- Being part of the federation and the excellent leadership of the executive headteacher have made a significant difference to the school. The executive headteacher has been well supported by a strong head of school and a team of staff who are keen to improve the school. This has resulted in rapid, but sustained, improvement that can be seen in pupils' work and test results over the past two years. One member of staff said, 'To be part of this team is wonderful; the whole ethos of the school is for achievement for all.'

- Senior leaders have improved the quality of teaching and pupils' achievement since the previous inspection and are focused on improving it further. The correct priorities have been identified to achieve this and leaders check carefully to ensure that improvements have been made. This demonstrates the school's strong capacity to continue to improve.
- Senior leaders, and increasingly middle leaders, regularly observe teaching, review the quality of work in pupils' books and look at the progress pupils are making. They revisit teaching that is not up to standard and give support. Senior leaders have recognised the need to ensure that recently appointed middle leaders play their part to the full in helping to improve teaching and learning further, and that appropriate support, training and time are provided to ensure this happens.
- Systems for managing teachers' performance are rigorous and effective. The targets set for teachers are based on the Teachers' Standards and the school's self-evaluation, with a strong focus on improving the progress pupils make in their learning. Regular training is provided for teachers and support staff. This is closely tied to the school's performance management systems.
- The school has a detailed strategic plan for how the pupil premium funding is to be spent and evaluates its impact through half-termly progress meetings.
- The broad and balanced curriculum is well matched to pupils' learning needs, promoting both good achievement and the development of basic skills. The pupils' moral, social and spiritual development is supported well by the school and this contributes to a harmonious school community. The school and class assemblies are used to reinforce strong moral, spiritual and social values. Opportunities for cultural development are less well developed.
- Links with most parents are good and the vast majority are very positive about the school. The school is involved with a range of agencies to support family learning and welfare.
- The local authority provides an appropriate level of support which is appreciated by the school. Increasingly, as part of the federation, the school is being used by the local authority to support other schools in the authority.
- At the time of the inspection, all statutory requirements relating to safeguarding were met. Senior leaders are effective in ensuring that there is no discrimination and that all pupils are treated equally.
- The school has not yet received the primary school sport funding. In anticipation, it has made provision for the extended provision of a Year 2 multi-skills club and to provide active learning sessions across the school. Plans are also in place to link with the junior school in the federation to develop competitive sports through the Get Active programme. It is too early to ascertain the effectiveness of the provision and its impact on pupils' well-being and achievement.
- **The governance of the school:**
  - Governors from the federation bring a wide range of skills and relevant experience to the school and keep themselves informed as to how well the school is doing through regular and focused visits. They ensure that the school complies fully with all requirements for safeguarding and protection. Members regularly attend appropriate training courses and have a good understanding of the quality of teaching in the school. They are aware of how the pupil premium funding has been spent and its impact on pupils' progress. They ask challenging questions of the leadership team, including those related to appointments of senior staff, and have set robust targets for the performance of the executive headteacher, and help to ensure that good decisions are made in allocating finances including the pupil premium and rewarding teachers appropriately for their work.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101203
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	425519
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glenda Paddle
<b>Headteacher</b>	Gary Wilder
<b>Date of previous school inspection</b>	24–25 November 2011
<b>Telephone number</b>	020 82704420
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