

Quilters Infant School

Laindon Road, Billericay, CM12 9LD

Inspection dates 13–14 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is mostly good and some of it is outstanding.
- Attainment at Key Stage 1 has been consistently high over time and across subjects. It has also improved since the previous inspection.
- Rates of progress are good in the Early Years Foundation Stage and in Key Stage 1.
- Actions taken by leaders have led to improvements, especially in rates of progress in mathematics.
- Behaviour in the school is outstanding and pupils feel very safe in the school.
- The governing body works closely with staff in the school and is effective in carrying out its duties.

It is not yet an outstanding school because

- Not enough teaching is consistently good or outstanding and does not lead to pupils making rapid progress.
- There are not enough opportunities for teachers to share and model the best practice.
- Pupils do not have enough opportunities to respond to teachers' marking.
- Teachers' use of questioning is not always used to help pupils make rapid progress or to challenge the more able.

Information about this inspection

- Inspectors observed 13 lessons, one of which was a joint observation with the headteacher.
- Inspectors looked at pupils' work and listened to pupils from Years 1 and 2 reading.
- Meetings were held with pupils and school staff, including senior leaders and subject leaders. A telephone conversation took place with a representative from the local authority. A meeting was also held with the Chair of the Governing Body and two other governors.
- School documents were also examined, including those relating to safeguarding, information on pupils' achievement and school improvement plans.
- The inspector took account of the views of 107 parents through the Parent View website. The views of staff were considered through the responses to an inspection questionnaire from 25 staff.

Inspection team

Peter Lacey-Hastings, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

Full report

Information about this school

- Quilters Infant School is smaller than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- Very few pupils are learning English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is consistently good or outstanding, especially in Key Stage 1, by making sure that:
 - work set by teachers challenges all pupils, especially the more able
 - teachers make greater use of questioning and ask more searching questions to accelerate pupils' progress
 - pupils have more time to respond to comments made by teachers in their marking, especially in English.
- Improve the effectiveness of leaders by making sure that there are more opportunities for teachers to share and model good practice within the school and through partnerships.

Inspection judgements

The achievement of pupils is good

- Overall, pupils' achievement is good in the Early Years Foundation Stage and in Key Stage 1. This is true across different areas of learning or subjects and over time.
- Children join the school with skills and capabilities that are slightly higher than those typical for their age. When they start, their skills are better in their personal, social and emotional development than in other areas of learning. Their literacy skills are lower than in other areas of learning.
- By the time they leave the Reception classes, children's attainment is higher than that expected for their age. Children's attainment is high, especially in mathematics. Progress from their starting points is good and is quicker in literacy than in other areas of learning. This is because teaching is always at least good and some of it is outstanding.
- At the end of Key Stage 1, attainment has been consistently higher than the national average in all subjects since the previous inspection. Attainment is higher in mathematics and reading than it is in writing. In the screening check on phonics (linking letters with sounds), pupils in Year 1 attained much higher results than the national average. This is because the teaching of phonics is good.
- Progress in Key Stage 1 is good. Pupils make better progress in mathematics than they do in reading and writing. This is because work set and the use of marking in mathematics matches the pupils' needs more closely than in English.
- Pupils read books that are well matched to their abilities. They apply their phonics skills well in order to read unfamiliar words. They also use a range of reading skills to get meaning from what they read, although sometimes they rely too much on sounding out words.
- Disabled pupils and those who have special educational needs make good progress and this is similar to that of other pupils. Those who are disabled sometimes make better progress in relation to their personal targets.
- The small number of pupils supported through the pupil premium generally makes similar progress to that of others in the school. Their attainment is about half a term below that of other pupils in English and in mathematics.
- The successful use of sports funding means that pupils are achieving well in their physical education. During the inspection pupils were observed making good progress in their football and swimming skills.

The quality of teaching is good

- Teaching is mostly good and some of it is outstanding. Work is well planned and activities meet the needs of most ability groups. This means that pupils make good progress overall from their different starting points, but this is not always the case for more-able pupils.
- Other adults are used well and help pupils to make good progress by supporting them through clear explanations. They also use effective questioning that challenges pupils to think for

themselves.

- The teaching of mathematics has improved and led to quicker rates of progress. This is because actions taken by senior leaders and the subject leader have improved mathematics teaching. For example, teachers set work that closely matches the needs of all ability groups.
- Teachers mark pupils' work regularly and this helps pupils know how well they have done and how to improve their work. Pupils do not have enough opportunities to respond to teachers' comments in order to show that they are using marking to make good progress.
- Questioning and feedback is also effective in helping the whole class understand how to improve their work. However, this is not always directed enough at different groups or individuals in order to challenge them, especially more-able pupils. Questions are not always searching enough to help pupils make rapid progress.
- Teachers and other adults in the Early Years Foundation Stage help children to show high levels of interest and engagement. Planned and carefully timed activities, and the careful use of resources, mean that children show a very keen desire to learn.
- In lessons, there are high expectations on pupils to apply themselves to the task and of what most pupils are capable. This is true for most ability groups but more-able pupils are not consistently given challenging activities.
- Disabled pupils and those who have special educational needs are taught well. Along with pupils known to be eligible for the pupil premium, they benefit from well-planned interventions and one-to-one support.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding behaviour is a strength of the school. Pupils are typically very courteous and polite to each other, and to all adults in and around the school. In the playground, pupils behave with great care and consideration. They also use the outdoor environment well to play co-operatively, such as playground markings.
- In lessons and around the school, pupils' behaviour is mostly outstanding as, for example, when they are in the hall eating their lunch. Pupils provide excellent role models for each other. For example, Year 2 monitors watch pupils walking into school after break and encourage them to be orderly and quiet.
- Children in the Early Years Foundation Stage understand and follow routines with enjoyment and great maturity for their age. They are enthusiastic in responding to questions by teachers and other adults. They are always keen to volunteer their ideas.
- Behaviour in lessons is often outstanding. This is because pupils respond to the guidance and direction by staff that promotes a very positive atmosphere in lessons. Pupils engage all the time in their work and talk is linked to learning.
- Incidents of bullying are extremely rare. Pupils know clearly about different forms of bullying such as internet bullying. There have been no exclusions since the previous inspection.
- Pupils say they know how to keep safe, and are very aware of rules and routines that help them.

For example, they say they follow rules not only because they should, but because they can also see that rules help everyone.

- The views of pupils, parents and staff support evidence from the inspection that behaviour is outstanding. Of the 107 parents that responded to the Parent View, all agreed that the school ensures that pupils behave well, including 88% who strongly agreed. All staff also agree that behaviour is good.
- Attendance is high at over 96% and pupils are punctual coming to school. This is because the school works hard and has systems in place to encourage pupils to come to school and arrive on time.

The leadership and management are good

- Leaders work well with staff, each other and the governing body. They have a clear set of plans that are bringing about improvements. For example, the actions of the headteacher and other leaders have increased rates of progress in mathematics.
- Self-evaluation of the school's effectiveness is accurate, and focuses on important areas such as the quality of teaching. It identifies areas for improvement and these are carefully monitored.
- Improvements to the quality of teaching are being well led by the headteacher. This includes tackling weaker teaching to ensure that the overall quality of teaching in the school is maintained. Subject leaders carry out their responsibilities well. For example, they carry out lesson observations, look at pupils' work and write action plans.
- The monitoring of the quality of teaching is regular and systematic. This is carried out most effectively in the Early Years Foundation Stage and this is where the best teaching is. However, there are not enough opportunities for all teachers to share and model good practice within the school and through partnerships.
- Expertise within the local group of schools is used to improve teaching. Teachers from each school work together to be more effective as subject leaders. Training, policies and sports coaching are also shared.
- The local authority provides half a day each term for advice and support on school improvement, and regularly monitors the achievement of pupils in the school. The local authority has taken a 'light-touch' approach because the school has been effective in helping its pupils to achieve well.
- Funding is used carefully, such as the new primary schools sports funding. This is directed at training for staff, sports equipment and the use of qualified sports coaches to work directly with pupils. For example, qualified swimming and football coaches are used who provide a high level of support for pupils.
- Subjects are taught through themes and topics, and this helps pupils to learn about their own lives as well as the lives of others. For example, there are topics such as 'In The Darkness', 'Amazing Africa' and 'Magnificent Me!'.
- Opportunities for pupils' spiritual, moral, social and cultural development are very good. Activities have included writing a school prayer for reflection and African drumming. Special events also help pupils' understanding of a variety of cultures. For example, there have been

demonstrations of a Sikh wedding, Chinese cooking and Indian cooking. There is an annual trip to a pantomime for the whole school. Sports partnerships have also helped to run inter-school sports competitions.

- Performance targets for teachers are closely linked to pupils' achievement, the national Teachers' Standards, pay progression and to school improvement plans. In-year discussions are used well to adjust targets as necessary and there is a system of senior leaders sharing the performance management of staff.
- The government's current safeguarding requirements are met and the school carries out regular risk assessments.

■ **The governance of the school:**

- Members of the governing body know the school well and are successful in monitoring its effectiveness. There is a committee structure and a system of sharing information electronically that ensures they can access documents, including policies, improvements plans and teachers' planning. They work with school staff to produce improvement plans and monitor progress against agreed actions. Members of the governing body also have a good knowledge of the quality of teaching through the school and take actions to improve it. They know what the pupil premium is for, agree its use for interventions and know that the small proportion for whom it is intended receive the right help. They monitor the use of finances through regular checks on expenditure and income. They seek to get best value when spending funds and direct expenditure into specific support for pupils as much as possible. The governing body also self-evaluates its own effectiveness, which has identified training needs, led to improvements in the monitoring of school actions, and used expertise within committees. It challenges the headteacher through the use of performance targets. These targets are linked to pupils' achievement, improvement plans and pay progression. The governing body also ensures that the performance management of teachers is robust and links to pay progression.

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

Unique reference number	114884
Local authority	Essex
Inspection number	425361

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

Type of school	Infant
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	David Burgess
Headteacher	Hilary Luckman
Date of previous school inspection	26 November 2008
Telephone number	01277 624773
Fax number	01277 632016
Email address	admin@quilters-inf.essex.sch.uk

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