

# Garden Suburb Infant School

Childs Way, Hampstead Garden Suburb, London, NW11 6XU

**Inspection dates** 8–9 January 2014

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	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 quality of teaching across the school is good, with some that is of high quality. Teachers' use of questioning and feedback in lessons, helps to deepen pupils' knowledge and understanding and enable pupils to develop a range of skills.
- Pupils achieve well in reading and writing and their attainment at the end of Year 2 is above average.
- Children in the Early Years Foundation Stage enjoy an exciting and stimulating range of activities and achieve well.
- Pupils who find the work difficult are quickly identified and receive high-quality support from teachers and support staff. As a result, these pupils make good progress.
- The governing body, headteacher and deputy headteacher are ambitious for the school. They know the school's strengths and areas for development very well and have had a positive impact on improving teaching and raising achievement.
- Senior leaders check the quality of teaching and learning rigorously to ensure that all teachers know their strengths and areas for development.
- Behaviour is good and pupils are courteous and friendly. They play very well with children from different backgrounds, get on well with each other and are keen to learn.

### It is not yet an outstanding school because

- Pupils' progress in mathematics is slower than in reading and writing.
- Pupils are not given the time to read and act upon teachers' comments in their books so end up making the same mistakes.
- The most able pupils are not given difficult enough work in all lessons to enable them to reach their potential.
- The checking of the quality of teaching by subject leaders is not effective enough.

## Information about this inspection

- The inspection team observed 15 lessons, of which eight were joint observations with the senior leadership team.
- Inspectors held meetings with the headteacher and deputy headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school’s information on pupils’ attainment and progress.
- Meetings were held with other leaders and staff, with a representative from the local authority and with Chair and Vice-Chair of the Governing Body.
- Inspectors considered parents’ views of the school through informal discussions at the start of the inspection and the 82 responses to the online questionnaire (Parent View). The team talked to pupils and listened to them read.
- Questionnaire responses from 41 members of staff were analysed. Inspectors analysed a range of documents, including the school’s checks on how well it is doing, the school development plan, documents relating to safeguarding, policies, information about pupils’ progress, the minutes of meetings held by the governing body, and records of behaviour and incidents. They also looked at the school’s website and data dashboard, and records of the monitoring and evaluation of the quality of teaching and additional sports funding action plan.
- Inspectors examined anonymised documents about the management of staff performance. They looked at attendance information and pupils’ work.

## Inspection team

Kewal Goel, Lead inspector	Additional Inspector
Jennifer Barker	Additional Inspector
Madeleine Gerard	Additional Inspector

## Full report

### Information about this school

- Garden Suburb is a larger-than-average-sized infant school. The school has three classes in each year group from Reception to Year 2.
- The majority of pupils come from minority ethnic backgrounds. The largest groups are any other White background and any other ethnic group.
- An above average proportion of pupils speak English as an additional language. About a third are at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, from forces families and looked after children) is lower than the national average.
- The proportion of pupils with special educational needs supported through school action is much higher than national figures. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school has achieved several awards including the Activemark and Healthy School status.

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

- Improve the quality of teaching from good to outstanding by:
  - giving the most able pupils work that is at the right level and really makes them think
  - improving the teaching of specific skills in mathematics to build up pupils' understanding
  - making sure pupils act upon teachers' feedback so they do not repeat their mistakes.
- Develop the role of subject leaders so that they check the quality of teaching and learning effectively.

## Inspection judgements

### The achievement of pupils is good

- Children join Reception with a very wide range of levels of skills and knowledge. Some children have very limited literacy and numeracy skills. They are taught well and given a strong start in the school by caring and supporting adults who plan a wide range of engaging activities. These activities motivate and excite children. As a result, they make good progress by the time they enter Year 1 and their skills and knowledge are broadly in line with the expected level for their age.
- Attainment in reading, writing and mathematics was significantly above average until 2012, but there was dip in 2013 because attainment in mathematics and overall attainment were average rather than good at the end of Year 2. The school's current assessment data and pupils' work show that pupils' progress is stronger in English than in mathematics.
- The majority of the pupils currently eligible for the pupil premium also have special educational needs, such as low language development and speech and language difficulties. National results at the end of Year 2 in 2013 show that these pupils did not attain as well as their peers. However, current school data show that they make good progress from their low starting points.
- Leaders and teachers track and monitor pupils' progress closely to meet their needs and put in place effective programmes of support and targeted interventions. Weaker learners are given effective support by teachers and support staff in lessons, in small groups and one to one sessions. This ensures that pupils from all backgrounds, as well as disabled pupils and those with special educational needs, make good progress.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make good progress. This is because they receive additional support in lessons and the school's specific focus on developing their speaking and listening skills and early reading skills.
- The school places a strong emphasis on developing pupils' phonic skills (linking letters and sounds), as reflected in the above average end of Year 1 phonics screening check score in 2013. As a result, pupils are able to use these skills to read unfamiliar words. Pupils are encouraged to read through good home-school links, parental workshops and use of reading diaries.
- The most able pupils read widely and talk about various authors. However, these pupils are not always given hard enough work to enable them to reach their potential.

### The quality of teaching is good

- The quality of teaching over time is good, with some that is outstanding. Most teachers have high expectations and they know their pupils well. They have good subject knowledge and their skilful questioning tests and extend pupils' knowledge and understanding.
- Planning is clear and structured to meet the needs of groups of pupils. However, teaching is not yet outstanding because the planning does not ensure teachers systematically challenge or extend the learning of more able pupils.
- The school is a caring place for pupils and equal opportunities are promoted effectively. Support staff work with weaker learners in a range of settings to provide in-depth and high-quality support.
- Mathematics is not taught as effectively as reading and writing because the teaching of specific skills is not built systematically into the mathematics planning.
- There are good opportunities in lessons for pupils to develop their speaking and listening skills, with good emphasis on developing their vocabulary. Teachers use good models of speech and extend pupils' communication skills.
- Pupils enjoy exploring and discussing different fairy tales. In a Year 2 class, after listening to the Jack and the Beanstalk story, pupils were very excited and keen to share their ideas in groups and learn with each other.

- Teaching is particularly strong in Year 1, where highly engaging activities are planned which capture pupils' interest and meet their needs well. For example, in a Year 1 lesson, higher attaining pupils contributed well in the reasons for their decisions in sorting metal and plastic objects.
- Teaching of phonics through a range of activities promotes children's good early reading skills. Guided reading sessions are well structured and are taught very effectively by the teacher and support staff. These sessions ensure pupils have a range of experiences for writing, spelling and improving reading, including sentence structure.
- Relationships between pupils and between pupils and staff are very good. Classrooms are attractive and provide a very positive learning environment.
- The quality of teaching in the Early Years Foundation Stage is good because of effective planning of indoor and outdoor activities linked to all areas of learning. There is a good balance of activities, which engage and motivate pupils well across all areas of development.
- Teachers' marking of pupils' work, and feedback on how pupils can improve, are good overall. However, there are too few opportunities for pupils to act upon teachers' comments so that they do not make the same mistakes again.

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

- The behaviour of pupils is good. Most pupils behave well in and around the school. They have consistently positive attitudes to learning during whole class sessions, group work or when working alone. This enables them to make good progress.
- All the staff that responded to the staff questionnaire agree that behaviour in the school is good and consistently well managed, and the vast majority of parents who responded to Parent View agree that the school makes sure its pupils are well behaved. During the inspection, behaviour observed at break times and lunchtime was found to be good.
- The school's work to keep pupils safe and secure is good. Pupils say that they are safe in the school. This is also the view of parents and school staff.
- Pupils respond promptly to teachers and support staff instructions. This allows lessons to proceed smoothly. Pupils are engaged in lessons and motivated to do well at tasks which usually meet their needs well.
- Pupils have a good sense of right and wrong, promoted well through the curriculum and assemblies. Diversity is valued and pupils from all backgrounds get on well with each other. Senior leaders ensure that there is no discrimination.
- Pupils are courteous and friendly. They play well together and enjoy good relationships with other pupils and adults. Pupils have a positive work ethic, as shown by the volume of work in books and pupils' typically good participation in lessons.
- Pupils have a good awareness of different forms of bullying. Pupils say that bullying and name calling, including racist behaviour, are rare and, if they occur they are dealt with promptly. This is reflected in the very low number of incidents recorded in the school's behaviour logs. There are no incidents of exclusions recorded by the school.
- Staff manage behaviour consistently well by using the school's behaviour management procedures. Pupils respond well to these procedures.
- Pupils enjoy being given responsibility, for example giving out playground equipment and giving out snacks.
- Attendance is broadly average and is in line with other infant schools in the area. It is not above average as a number of pupils take religious holidays. The school has effective systems to improve attendance.

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

- The headteacher and deputy headteacher have high ambitions and a clear vision for the school.
  - They closely monitor the quality of teaching and learning of each member of staff. This enables all staff to identify their strengths and areas for development, so they know exactly what to do to improve.
  - Subject leaders carry out some monitoring, but they do not use the outcomes of their monitoring and assessment information effectively enough to raise pupils' achievement.
  - There is a very supportive culture within the school as senior leaders model good, highly effective teaching and learning.
  - The management of teachers' performance is very closely linked to the quality of teaching, pupils' progress, appraisal and training. Teachers are given a range of support to ensure they are able to improve their practice, raise pupils' achievement and meet the ambitious targets they are set, which are directly linked to salary progression.
  - The school's checks on how well it is doing are thorough. They identify strengths and areas for development accurately and these are based on clear evidence. The areas for development are closely linked with the school's development plan and subject action plans.
  - The analysis and tracking of progress of individual pupils are very good. These help teachers to identify pupils who are making expected progress and others who require additional support.
  - The curriculum is based around core themes and includes all the main subjects. Equal emphasis is placed on indoor and outdoor learning. It is enriched through high-quality provision in music and physical education, along with a range of after-school and lunchtime clubs. The curriculum promotes creativity and helps to develop pupils' spiritual, moral, social and cultural awareness very well.
  - Pupil premium funding is allocated very effectively to raise achievement of eligible pupils by employing additional support staff and providing targeted support and interventions. As a result, the progress made by these pupils is good.
  - The school is targeting the use of additional sports funding appropriately to improve the quality of teaching and learning in physical education and pupil participation in sports.
  - The school's links with parents are very strong. The school communicates with parents through a range of ways including email, weekly newsletters, termly letters from the Chair of the Governing Body, half-termly curriculum newsletters and parents' workshops. The school also encourages parents into school as volunteers, including reading with children in different languages.
  - The local authority provides light touch support to the school, given the school's track record of good performance. The school leaders value the support and guidance from the local authority.
  - The school's safeguarding systems are robust and meet all statutory requirements.
  - **The governance of the school:**
    - Governors are highly focused and have high expectations for the school. They are fully aware of the school's strengths and areas for development. The governing body has clear systems for the performance management of the headteacher and how any underperformance in the school is tackled. Governors understand pupil performance information very well and use a range of resources to ensure they know how well the school performs in relation to schools locally and nationally. They challenge the school leadership team well in looking at the progress of different groups of pupils. The progress and impact of provision of the pupil premium are regularly discussed during governing body meetings. Governors are very well organised through committees and bring a range of skills to ensure that the budget is allocated carefully to the school's priorities, for example resurfacing the playground and the planning and development of the new dining hall. Governors attend training specific to their roles and responsibilities and ensure that statutory duties are met fully.
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## 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>	101282
<b>Local authority</b>	Barnet
<b>Inspection number</b>	431267

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

<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 of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Sanitt
<b>Headteacher</b>	Sarah Sands
<b>Date of previous school inspection</b>	27–28 January 2009
<b>Telephone number</b>	020 8455 8198
<b>Fax number</b>	020 8457 5194
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