



# Quilters Infant School

## Inspection Report

**Unique Reference Number** 114884  
**LEA** ESSEX LEA  
**Inspection number** 279463  
**Inspection dates** 29 September 2005 to 30 September 2005  
**Reporting inspector** Mrs. Jackie Cousins LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Laindon Road
<b>School category</b>	Community		CM12 9LD
<b>Age range of pupils</b>	4 to 7		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01277624773
<b>Number on roll</b>	178	<b>Fax number</b>	01277632016
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.A Willsher
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs. H A Luckman

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 29 September 2005 - 30 September 2005	<b>Inspection number</b> 279463
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small infant school is in the centre of Billericay. Most year groups contain sixty children. The majority of children live in privately owned houses and some live in rented homes. Levels of free school meals are below average. When the youngest children start school their levels of knowledge and understanding are above those expected for four-year-olds. Overall the school has a below average proportion of children with special educational needs. Nine out of ten children are from white British families. Few children come and go throughout the year. A few children are from minority ethnic groups and a small proportion of children do not have English as their first language.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

Quilters Infants is an outstanding school. The vast majority of parents are really happy with the quality of education provided. The leadership and management of the school are outstanding. The headteacher's leadership is excellent. Teaching is of an exceptional quality. Teachers and teaching assistants are dedicated and care very effectively for children. The children are given a good start in the reception classes because of particularly effective teaching and leadership. Outside play equipment for the youngest children is rather old and basic. Children have opportunities to learn about many subjects in detail because an exciting range of activities has been planned. The school offers particularly good value for money. The inspection confirms the school's judgement that the improvement since the last inspection is outstanding. For example, standards are higher and were exceptionally high in the 2004 tests. Standards in information and communication technology (ICT) in Year 2 are above expectations because of the good use of computers, interactive whiteboards and teachers' expertise. Pupils' standards in ICT are not consistently recorded by teachers and so the school has rather limited information on all pupils' levels of knowledge. The school's capacity to improve in the future is very strong.

### **What the school should do to improve further**

- Develop better assessment activities in ICT. - Improve the quality of the outside play area for the reception class.

## **Achievement and standards**

### **Grade: 1**

Inspection evidence confirms the school's judgement that most children make outstanding progress in the school. When children enter the school their levels of knowledge and understanding are above average overall. They get off to a really effective start in the reception classes and achieve good standards. The majority of children make exceptional progress in Years 1 and 2. Standards in the 2004 tests were some of the best in the country in English, mathematics and science. Over recent years the school has maintained these very high standards. Standards in ICT are above expectations. For instance, many Year 2 children use computers effectively to combine writing and pictures together to make a fact file on insects. School data demonstrates that children who speak English as an additional language make very good progress. The majority of children with special educational needs and those with statements of special educational need make exceptional progress in English, mathematics and science.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of the children in the school is good. Children enjoy coming to school. Their attitudes and behaviour are good. They say that they feel safe and if another child hurts or upsets them it is firmly dealt with. Learning about road safety helps to keep children safe. Children are encouraged successfully to lead healthy lifestyles. For instance, a morning 'snack break' is used as an opportunity to develop social skills and acquire healthy eating habits. Children's attendance is above average. Staff promote children's spiritual, moral, social and cultural development very well through religious education, assemblies and other work. For example, a topic on the life cycle of the butterfly also included a discussion about the respect for all life which was linked to their studies of the Buddhist religion. Children watched caterpillars turn into butterflies in their own classroom which increased their sense of awe and wonder of the world. Children are well prepared for life in a multicultural society through their work in religious education, geography and art. Children become mature members of the school community. They are encouraged to take on further responsibility for their own learning and to try to resolve problems independently if possible. This helps to develop important life skills. Lunchtime monitors take on further responsibility by helping to solve arguments and accompanying children needing minor first aid. The school council encourages children to suggest ideas about making the school better. They raise money for many charities and say they want to help people who are poor. The effective development of key skills in literacy, numeracy, science and ICT promotes children's future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Many strengths are evident in the quality of teaching. Teachers use very effective approaches which ensure children reach their potential. In one outstanding Year 2 lesson the teacher's very high expectations of children ensured that they learned to add large amounts of money very accurately. The teacher's very specific oral feedback for children means that children know what they have done well and ways to improve. Effective teaching methods allow children to practise their writing on wipeable whiteboards. Paired discussion work is often used very effectively to deepen children's understanding. Particularly effective use of ICT and interactive whiteboards make lessons exciting. Assessment activities are used well in the school. The tracking of children's progress in English, mathematics and science is very well established so the school knows which children need extra support or challenge. Individual education plans contain specific targets and children with special educational needs are supported well. Children's work in most subjects is carefully assessed. However, the school is working to improve assessment activities at the end of ICT projects. Teachers' use of marking is effective, particularly in literacy work. This

means that children are clear, on a daily basis, about what they have done well or how they could improve.

## **Curriculum and other activities**

### **Grade: 1**

The work children do is exceptionally rich and varied with appropriate time given to all subjects. The children achieve very highly in English Maths and Science, but the school says, it is not just about the basic subjects. This is certainly true. An example is the outstanding provision for music, including specialist teaching and many opportunities to perform both within and outside school. There are four clubs for music, taking place during lunchtime and after school, which further enhance the children's experience. There are also opportunities to learn musical instruments. Two and half hours each week is allocated to physical education, which is above average nationally and is helping to establish the habit of healthy exercise. It includes half an hour of swimming a week with a specialist teacher. There are five out-of-school clubs for this subject. Two art clubs and a 'challenge club' complete an exceptional range of extra activities for the autumn term. Clubs are varied as the year progresses. The topic based approach and whole school themes encourage excellence and enjoyment leading to high achievement. An example is the recent theme where the school studied famous artists. High quality work is displayed throughout the school including a wall of work based on Kandinsky containing work from every child in the school.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support for children is outstanding. The school is very successful in meeting its aim of providing, a safe, happy and stimulating environment. Child protection procedures are very comprehensive. Staff know their pupils very well and are quick to pick up any worries that they have. The arrangements to settle in new children, staff and parent helpers are exemplary. A strong emphasis on children's safety and well being in all activities encourages children to adopt healthy lifestyles and to support and care for each other very effectively. The school has achieved the Activemark Gold Award and the Advanced Healthy Schools Award. A staff, parent and governor group continues to steer development as a healthy school and this group prompted the change of caterers, which improved the quality of lunch time meals.

## **Leadership and management**

### **Grade: 1**

The leadership and management are exceptional and self evaluation has been very thorough. This has resulted in outstanding improvement since the last inspection. Standards in Year 2 have significantly improved in English, mathematics and science. This is mainly as a result of better use of assessment activities which means that children make greater progress. All members of staff meet together regularly to discuss individual children's progress and this means that every child's progress is watched

very closely. The school's capacity to improve further is outstanding. The very clear vision of the headteacher and deputy headteacher ensures that children from all backgrounds, those from minority ethnic groups and those who have learning difficulties are effectively integrated into school life and are treated as equals. Subject leaders manage the development of their areas very well. They have analysed children's work effectively and ensured that most children make very good progress. Children's books are effectively studied and work in science books shows how the school has worked very hard to include more practical activities which make learning more memorable. The school evaluates its strengths and weaknesses very well. It has created a challenging development plan which is driving rapid improvements in the school. Very effective lesson observations have improved the quality of teaching significantly since the last inspection. It is outstanding now. Governors are involved effectively in the creation of the school development plan and parents' ideas are included. They are very supportive and knowledgeable about the strengths and weaknesses of the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</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>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us find out about your school. We enjoyed watching you learn and talking to you. It was interesting to talk to your teachers and watch an assembly. What we thought was good about your school: - You work really hard in your lessons and teachers encourage you to do your best. - Mostly you are kind to each other and older children look after younger ones very well. - Teaching assistants care for you very well and help you to do good work. - Your headteacher and deputy headteacher have excellent ideas about ways to improve the school. - The school council means you can suggest ideas to improve the school effectively. - Computers and 'Whiteboards' are helping you to improve your ICT work. We have asked your school to look at how they can make things even better. We hope that you will help teachers by listening to them carefully. The most important things are: - Teachers to write down more often what you know and understand in ICT. - Make the outside play area for the youngest children more exciting. Keep up the good work at Quilters Infant School.