

# Bournes Green Infant School

## Inspection report

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<b>Unique Reference Number</b>	114791
<b>Local Authority</b>	SOUTHEND-ON-SEA
<b>Inspection number</b>	290031
<b>Inspection date</b>	27 June 2007
<b>Reporting inspector</b>	Heather Weston HMI

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

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<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 on roll</b>	
School	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Brenda Marron
<b>Headteacher</b>	Mrs Amanda Keech
<b>Date of previous school inspection</b>	14 October 2002
<b>School address</b>	Burlescoombe Road Southend-on-sea Essex SS1 3PS
<b>Telephone number</b>	01702 587099
<b>Fax number</b>	01702 589383

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

## Description of the school

Bournes Green Infant School is a smaller than average sized school in Southend-on-Sea. The number of pupils taking free school meals is very low. The proportion of pupils with learning difficulties or disabilities is below average, but the proportion with a statement of special educational need is above average. The numbers of pupils from minority ethnic groups or with English as an additional language are below average.

The school has Advanced Healthy School status and the Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

As one parent says, 'Bournes Green Infant School is an excellent school'. Pupils' attainment when they start school has, until recently, been broadly average. Pupils leave having reached exceptionally high standards in all areas, due to the care and attention given to every aspect of provision by this outstanding school. An example of this, quoted by one parent, is that 'everything has been done in the transition from Reception to Year 1'. All pupils are valued and supported in doing the very best they can. As another parent said, 'the staff treat each of the children as individuals'.

Provision in the Foundation Stage is outstanding. As a result pupils make very good progress. They enter Key Stage 1 with above average standards, a remarkable depth and breadth in their knowledge and social skills, and a remarkable understanding of learning. This quality provision continues throughout Years 1 and 2, leading to outstanding progress.

Pupils' progress towards very challenging targets is tracked rigorously. Data is analysed to make sure that they are making as much progress as possible at every step of their way through school. This careful targeted planning, together with very effective teaching, leads to pupils making outstanding progress. The school uses all opportunities to promote learning. The curriculum is highly effective and weaves together all aspects of the school's work. The development of skills across the curriculum is an increasing feature, and the school is looking to use all opportunities to integrate curriculum areas as fully as possible.

Developing self-confidence is the cornerstone of the outstanding personal development and well-being. Pupils' social, moral, spiritual and cultural development is excellent with particular attention paid to developing moral and social skills. Pupils know the importance of physical exercise and show a developing awareness of how to lead a healthy lifestyle and how to stay safe. They make a positive contribution to the community, and their very real self-confidence and strong basic skills mean that they are extremely well prepared for future life.

Inclusion is at the heart of the work of the school. The school has a deservedly high reputation for the outstanding level of care shown to all pupils. All avenues are explored to ensure pupils' needs are assessed. The school works with a range of professionals to ensure these needs are met, for example, with the multi-agency cluster. Robust and rigorous systems, overseen by governors, are in place to ensure pupils' safety. Academic guidance is exemplary in supporting pupils to meet their challenging targets.

Outstanding leadership and management means that everything the school does is tailored to meet the needs of pupils. Everyone with any form of role in supporting pupils' learning carries out their responsibility effectively. This includes not only staff and governors, but also parents and pupils themselves! Governors keep a very close eye on outcomes and make sure that quality provision is maintained. The staff are a wonderful team. They are very committed, and, in the words of another parent are 'always smiling and enthusiastic'.

School self-evaluation is a model of best practice. The school provides excellent value for money and has outstanding capacity to improve.

### What the school should do to improve further

- Implement plans to use all possible opportunities to promote pupils' learning by further developing cross-curricular links.

## **Achievement and standards**

### **Grade: 1**

Achievement and standards throughout the school are outstanding. Pupils now enter school with standards which are just below average and make outstanding progress to enter Key Stage 1 with standards which are just above average.

Standards have been exceptionally high in all areas at the end of Key Stage 1 for the last four years. Achievement is outstanding. All pupils are supported in making the best possible progress towards challenging targets. There are no significant differences in the achievement of any of the different groups of pupils.

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

### **Grade: 1**

Pupils enjoy school and show a very positive attitude to learning. Behaviour is excellent, because teaching engages pupils and because of the consistent re-enforcement of positive behaviour. Attendance is above average. The school rightly highlights the need for regular, continuous attendance from all pupils so they do not miss any opportunities for learning. Pupils understand the benefits of healthy eating and of taking physical exercise. The extensive range of clubs, regular games sessions at lunchtimes and the provision of play equipment, all add to the opportunities they have for exercise. In line with every activity undertaken, not only has the school evaluated the opportunity for exercise for all children, including those who might be in wheelchairs, but it has been challenged by governors to ensure that all pupils' physical needs are met. Pupils are encouraged to contribute to the community, and to take decisions. They know that they have a shared responsibility for their learning. They are given responsibilities such as being members of the school council, monitors, or 'playground buddies'.

Opportunities for spiritual and cultural development are threaded through the curriculum, for example, reception pupils show amazement when they see the beans they have grown on the vegetable patch. They had thought that beans come from the supermarket in bags! Moral and social development is a significant strength, with skills being promoted wherever possible, for example during big games time at lunchtime.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are excellent. Pupils say that learning is fun and exciting. Teachers consistently teach lessons which are at least good, and often outstanding. They plan together and inspire each other to make the lessons stimulating and interesting. Pupils know what they are going to learn, and assess their learning. They know their targets, and know what they have to do to improve their work. Teachers use all opportunities to encourage pupils to be truly reflective, and as a result pupils demonstrate mature thinking skills. Planning is exemplary. It is detailed, thorough and continually adjusted in order to meet pupils' needs. All teachers have high aspirations for pupils and never put a ceiling on learning, so if they feel that a pupil can successfully include paragraphs in their writing in Year 1, that pupil is supported in doing so.

The use of assessment is first class. Targets for the end of Year 2 are set at the end of the Foundation Stage, progress is assessed regularly and achievement is evaluated. If targets appear

too low, they are increased; if pupils appear to be at risk of underachievement, they are given further support. On a day by day basis, teachers evaluate the outcomes of lessons to adjust their future planning.

The school's work with parents is admirable. Parents are given really clear guidance to support their children's learning, for example with homework and with helping pupils to reach the next level of learning.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is at least good in all areas and exemplary in the way in which all aspects of learning are included in planning. 'The way that writing is planned, taught and assessed is outstanding' was the view expressed by the external moderator when moderating end of Year 2 teacher assessments. The school's planning ensures that pupils have good opportunities to develop their social skills and learn basic skills. In addition they are helped to gain understanding of racial equality and principles of equal opportunities. The curriculum provides for the growth of kinaesthetic and motor skills, muscle development, and much more. This is exceptional. Links are being developed between subject areas for pupils to extend their learning in a range of contexts.

The curriculum is enhanced by a broad range of clubs before school, at lunchtime and after school, by the rich opportunities for sports activities both within the school day and as clubs, and through visits out and visitors.

## **Care, guidance and support**

### **Grade: 1**

'I cannot praise the school highly enough for the caring and professional manner with which my child's needs are being met'. This comment from a parent reflects the views of others. The quality of care, guidance and support for pupils is impressive.

Safeguarding and arrangements for child protection are very rigorous. Health and safety checks and risk assessments are meticulous. Pupils feel very safe and are confident to talk to someone if they have concerns.

Very well trained staff support pupils with a range of needs, including complex issues. All pupils are fully involved in all activities because the school addresses their particular needs and assesses the risks they face in an exemplary fashion. Intervention strategies are highly successful. Academic guidance is a model of best practice; staff, pupils and parents all know what they need to do to achieve the highest possible standards.

## **Leadership and management**

### **Grade: 1**

Leadership and management are inspirational. They are underpinned by the clear decisive action of the headteacher and leadership team, supported and challenged by the highly effective governing body. Governors challenge every aspect of the school's work to ensure that high standards are maintained. School self-evaluation is exceptional, it is penetrating and insightful, and reflects rigorous monitoring and searching analysis. Development needs are pinpointed.

Action planning is very detailed and timed, resulting in the continued high standards reached by all pupils.

The training needs of everyone involved with the school are considered carefully. Leaders are skilful in creating opportunities for all staff to develop professionally in order to meet both their needs and the needs of the school. Those moving into a leadership role are supported in recognition of the need for all leaders to develop the necessary skills before assuming responsibility. Resources are used extremely effectively, and the school makes the very best use of its tight budget. The school works effectively with an extensive range of partners, carefully identified to improve provision for pupils, or to promote learning.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

27 June 2007

Dear Pupils

Inspection of Bournes Green Infant School, Southend-on-Sea, Essex, SS1 3PS

I thoroughly enjoyed visiting your school and meeting you all. Thank you for welcoming me and for talking to me. I know you enjoy school and think your lessons are interesting. You also think your teachers are fun because they are funny! You all work together well and are very well behaved. I was really impressed by the number of sports activities you have, and by the skill of your dribbling in football. It was awesome! I think that must count as a 'WOW' word!

Everyone at your school works very hard to look after you and make sure that you do as well as you can in your learning. They help all of you to learn as much as you can all the time. The only thing I have asked your teachers to do is to carry on all their excellent work, particularly in planning to link different subjects together.

With best wishes

Heather Weston

Her Majesty's Inspector