

# Brackley Waynflete Infant School

## Inspection report

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<b>Unique Reference Number</b>	121881
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359105
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Carol Worthington

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>	Primary
<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>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicholas Cummins
<b>Headteacher</b>	Jane Gaskill
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Waynflete Avenue Brackley NN13 6AF
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## Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons and saw seven teachers. Meetings were held with the headteacher, the deputy headteacher, middle leaders, and two representatives of the governing body. Many pupils and parents and carers were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 69 parents' and carers' questionnaire returns and those completed by 18 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at how successfully the school motivates boys to improve their attainment in reading.
- They explored whether the attainment of children with summer birthdays catches up with that of their older classmates as they move up the school.
- They considered how well recently introduced initiatives are contributing to the development of literacy in the Early Years Foundation Stage.
- They looked at the extent to which pupils develop knowledge of the cultural diversity of modern Britain.

## Information about the school

This average-sized infant school is in an urban setting. Virtually all pupils are of White British origin; occasionally there are a few from minority ethnic backgrounds, though there were none at the time of the inspection. Virtually all pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is a little lower than in most schools, but the proportion with a statement of special educational needs is average. Most of these children have specific learning difficulties or behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average. The school has received several awards, including national Healthy Schools status, Artsmark Silver and Investors in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Brackley Waynflete Infants is an outstanding school which provides an excellent all-round education for its pupils. The headteacher leads by example and constantly communicates her vision of excellence and ambition for success. The use of highly accurate self-evaluation, based on sharply focused monitoring, has led to the maintenance of high standards in reading, writing and mathematics for the last seven years, whilst also developing children's all-round skills and personal attributes to the full. The quality of provision has been systematically improved since the previous inspection. Pupils' achievement is excellent because the headteacher has developed an outstandingly successful system for assessing and tracking their progress. This is simple for everyone, including pupils themselves, to use and understand, and ensures that all children have fully caught up by the end of Key Stage 1, including those younger ones who sometimes make slower progress in Reception. These leadership qualities demonstrate excellent capacity for further improvement.

The highest expectations are apparent in all aspects of the school's work. Pupils and their parents and carers are in no doubt about this. Behaviour is excellent. Pupils come to school eagerly and punctually, expecting to work hard. Attendance is well above average. Pupils say they enjoy learning, and it is obvious that they do from the great pride they take in their achievements. The all-round high quality of the work they produce is apparent in their workbooks and in examples of art and creative work proudly displayed in every classroom, from imaginative depictions of the planets in Year 2, to Reception children's boldly painted self-portraits.

Writing is a particular strength throughout the school. Children's 'special writing books' show excellent progress in writing from Reception to Year 2, and a high standard for both girls and boys by Year 2, exceptionally so for girls. The school has recently introduced a new scheme to aid writing and reading development in the Reception classes. This is successfully motivating and challenging both boys and girls in literacy sessions, but in free-play, boys tend to choose less frequently than girls those activities which require some sort of writing or mark making. Consequently, their writing, though above the national average for boys by the end of Key Stage 1, does not reach the exceptionally high standard of girls' writing. Reading and numeracy standards are equally high, the latter having improved particularly well since the previous inspection, aided by developments through partnerships with other local schools. Gender differences in reading identified in the past have been successfully overcome; boys and girls do equally well in both these subjects. Pupils with special educational needs and/or disabilities perform above their expected outcomes, as do the occasional pupils who enter the school speaking little English.

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Teaching and learning are outstanding. Teachers are highly skilled practitioners who work as a cohesive team with their well-qualified support staff. They know their pupils well, and through regular and thorough use of assessment, plan programmes of work to challenge every child in the class. Curriculum planning is excellent, with exciting, motivating topics, often based on traditional themes and literature, in which there is excellent development of literacy, numeracy and information and communication technology. The Reception outdoor area has some good equipment and activities, but this is only freely accessible from one of the two classrooms, which limits its use.

Pastoral care is excellent; pupils feel extremely safe and well-cared-for. They know they always have someone to talk to if they are worried and say that bullying is very rare and quickly dealt with. Support for children and families who find themselves in vulnerable circumstances is exemplary. Pupils develop as confident young people who know how to live safe and healthy lives. Religious education lessons, visits and visitors, together with steadily developing links with schools in this country and abroad, enable pupils to get an insight, appropriate for their age, into customs and beliefs of the wide range of cultures present in modern Britain. Pupils go on to their next schools extremely well-equipped to tackle new challenges.

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

- Ensure that both boys and girls develop early mark-making and writing skills equally well in Reception by providing activities which motivate them equally and ensure all children take part in them.
- Improve the access to the outdoor learning environment so that all Reception children, and others as necessary, are able to use it freely.

## **Outcomes for individuals and groups of pupils**

**1**

Pupils enter the school with skills and knowledge which are close to those expected for their age. Their excellent achievement from their starting point results in outstanding literacy and numeracy skills, which enable them to succeed in all areas of the curriculum and be extremely well prepared for junior school work. In Year 2, both girls and boys showed excellent ability to use non-fiction books to find out about animal camouflage, posing such questions for each other as 'How do snowy owls stay hidden?' When practising letters and sounds, pupils enjoyed the challenge of forming letters correctly and were clearly pleased to be told how they had improved in the week. Pupils with learning and behavioural difficulties enjoyed different challenges and made rapid progress during active counting exercises in the hall. Year 2 pupils showed their considerable creative ability when interpreting music in an expressive dance routine.

Pupils take a great pride in their work and older ones know exactly how far they have met their individual targets in the school assessment system. Pupils' social skills are very well developed; they work and play harmoniously together and older ones take on responsibilities for younger ones at lunch and play times. They understand how to live a healthy lifestyle, eat fruit at break time and enjoy their daily 'Activate' sessions. The school council is actively involved in choosing improvements to the playground, and has devised and sent a leaflet home, showing photographs of healthy lunchbox items; this resulted in 100% of children receiving healthy lunchbox stickers.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching and learning are excellent and result in pupils making outstanding progress. Teachers capture pupils' interests by imaginative planning of work around stimulating themes. For example, a 'Space' theme included activities such as designing and making moon buggies, finding the best way to send rockets into space, and writing about a conversation with an alien. Excellent on-going assessments were observed in a guided reading session. These result in targets being set, regularly checked and modified to enable all pupils to make rapid progress. Teachers' marking is exemplary, with much praise, but areas for further development also clearly identified by 'light-bulb' symbols which children learn to understand from an early age. Teaching assistants give valuable support and guidance, which enable pupils to work purposefully in small ability groups with on-going assessment. These include pupils with special educational needs and/or disabilities, who also make rapid progress from their starting points.

The curriculum is very broad and meets all requirements. It is very imaginatively planned into topics which motivate and excite the children. Many are based on traditional nursery rhymes and stories such as 'The Three Little Pigs', but pupils' interests and ideas are taken into consideration. The amount of high quality writing generated is quite exceptional in a wide variety of contexts, for example, 'Little Red Hen', 'My African Adventure', and 'Visit to a Wildlife Park'. The skills of scientific enquiry are well developed; good use is made of

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prediction and numeracy skills when investigating cars' speeds on various ramps. Pupils use information and communication technology accurately, for example, to cut, paste and annotate when using the internet to research Guy Fawkes. Learning is being successfully extended into the home through after-school learning workshops with parents and carers.

Very well-targeted support for all pupils enables them to make the best of the opportunities provided by the school. All pupils are well known as individuals by adults in the school and know they always have someone to talk to if they are worried. Exemplary guidance is given to pupils when they start school and leave for junior school. When needed, the school's work with pupils and families facing challenging circumstances is outstanding. Pupils attending the popular breakfast club receive excellent care, with nutritious food and opportunities to prepare calmly for the day ahead.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is an outstanding leader who has the highest possible expectations of all the pupils in her care. Middle leaders and all staff share these expectations and work as a cohesive team. Very challenging targets are set for all pupils; these are invariably met and often exceeded because of the regular and meticulous monitoring of pupils' learning. This ensures that the high standards are kept up and continue to improve.

The governing body is highly committed to the school and discharges its duties well. Governors are vigilant in ensuring that safeguarding retains its high priority. They regularly and thoroughly assess all potential risks and take developing technologies, such as the internet, into account. Members of the governing body play a significant role in the self-evaluation process and hold the school and themselves to account. Their current action plan, for example, is to develop more involvement with parents and carers and pupils in school.

This is a school where everyone has equally excellent opportunities to succeed, and is expected to do so. Monitoring and evaluation are rigorous in ensuring that all pupils achieve to the best of their ability. Any potential barriers to learning such as gender, ethnicity, language or ability are quickly identified and addressed. There is no evidence of discrimination on any grounds. There is a very strong partnership with parents and carers which includes curriculum workshops and home-school projects. Virtually all who responded to the Ofsted questionnaire reported complete satisfaction with their children's experiences at the school.

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The school has analysed its context and promotes community cohesion strongly within the school through the curriculum, visits and visitors. It has close links with other local schools and the wider community. Pupils enjoy writing to children in schools and to families abroad, for example, comparing American celebrations at Thanksgiving with their own at Christmas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children enter the Reception class with skills and abilities similar to those expected for their age. Good teaching by teachers and other adults who work with the children ensures that they make good progress and thoroughly enjoy learning. By the time they enter Year 1, the majority have reached or exceed the expected standards for their age in all areas of learning, but early language skills have, in the past, developed more slowly, particularly for those with summer birthdays. For this reason, the school has introduced a new scheme for the development of early literacy in the current year.

Observations show that this is being very successful. Children of all abilities and ages are well-motivated by the interesting material. They learn very quickly through repetition and widen their vocabulary through good questioning by their teachers about focus words. When taking part in independent activities, however, it is noticeable that boys choose fewer occasions to make marks and practise their emergent writing than girls, whose writing skills develop more quickly as a result. Numeracy and information and communication technology skills develop well because of the many opportunities to practise them. Children are confident and happy in this secure and welcoming environment. They fully understand the class routines, behave well and initiate play activities with each other. Social skills are very well developed.



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Planning is good and includes activities across all the areas of learning identified for this age group. Assessment is thorough and all children have individual, challenging targets. Their progress is meticulously recorded in the same way as in the rest of the school. There is a well-equipped learning environment indoors. The Early Years Foundation Stage leader is new in the post, but has high expectations and a clear action plan for improvement. She is closely monitoring and evaluating the effectiveness of the literacy initiative. The teaching assistants are very well used to supervising independent and small-group learning. The safety and care of all children has a very high profile. Good relationships with parents and carers extend children's learning through home-school projects.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a larger-than-average return of completed questionnaires, and virtually all those parents and carers who responded expressed entirely positive views about the school. There were relatively few comments, but these were very positive in their praise about the way the school helps their children to settle in. Several with older siblings thanked the school for the care it takes to make the transition to junior school so trouble free.

Parents and carers spoken to as they collected their children were pleased with the way they are kept informed and made to feel welcome in the school. Many remarked on how happy their children are in school and how pleased they are with progress. There were a very few who expressed negative views about the way the school handles disruptive behaviour. Inspectors explored this but found that pupils behave exceptionally well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brackley Waynflete Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	67	21	30	2	3	0	0
The school keeps my child safe	54	78	14	20	0	0	0	0
My school informs me about my child's progress	41	59	24	35	4	6	0	0
My child is making enough progress at this school	36	52	29	42	4	6	0	0
The teaching is good at this school	43	62	25	36	0	0	0	0
The school helps me to support my child's learning	42	61	25	36	2	3	0	0
The school helps my child to have a healthy lifestyle	46	67	22	32	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	67	18	26	0	0	0	0
The school meets my child's particular needs	38	55	30	43	1	1	0	0
The school deals effectively with unacceptable behaviour	31	45	27	39	3	4	0	0
The school takes account of my suggestions and concerns	29	42	32	46	3	4	0	0
The school is led and managed effectively	45	65	21	30	1	1	0	0
Overall, I am happy with my child's experience at this school	47	68	21	30	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 January 2011

Dear Children

**Inspection of Brackley Waynflete Infant School, Brackley, NN13 6AF**

Thank you very much for being so polite and helpful when we visited your school recently. It was good to see you enjoying your work and play. You are very lucky, because your school gives you an excellent education.

Your headteacher runs the school extremely well. Teaching is excellent, so you enjoy your lessons and work hard too. You do very well in reading, writing and mathematics. Your writing is particularly good, but boys do not do quite so well as girls. You are also good at other things like art, music and science and use computers skilfully. Your behaviour is excellent and you all get on well together, so the school is a happy place and you enjoy your learning. Children in Reception love to learn outdoors, but there are only outside doors in one of their classrooms.

All the adults take excellent care of you and, in turn, you take care of those younger than yourselves at play and lunchtimes. You told us you can always talk to someone, if you have problems. You know how to keep yourself safe and healthy in school and outside it. You enjoy expressing your views through the school council.

All the adults in your school want it to be even better. To make this happen, I have asked them to:

- make sure boys improve their writing so that it is as good as that of the girls
- make sure that all Reception children find it easy to learn outdoors.

You can help by always doing your best handwriting. I wish you all well in the future.

Yours sincerely

Carol Worthington

Lead inspector

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