

Westwood Infant and Nursery School

Inspection report

Unique Reference Number	122581
Local Authority	Nottinghamshire
Inspection number	340174
Inspection dates	6–7 October 2010
Reporting inspector	Michael Miller

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Helen Smith
Headteacher	Paul Northridge
Date of previous school inspection	12 February 2007
School address	Palmerston Street Westwood, Nottingham NG16 5JA
Telephone number	01773 783899
Fax number	01773 607624
Email address	head@westwood.notts.sch.uk

Age group	3–7
Inspection dates	6–7 October 2010
Inspection number	340174

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons; all three class teachers and their teaching assistants were seen working with the pupils. Joint observations of two lessons were undertaken in partnership with the headteacher. Inspectors held meetings with members of the governing body, staff and groups of pupils. They looked at pupils' work, attended an assembly and undertook general observations of learning. They talked informally with pupils, and met with their parents and carers at the start of the school day. School documents were scrutinised including policies, development planning and self-evaluation reports, monitoring files, curriculum and safeguarding documents. Minutes of governing body meetings were examined, as well as the headteacher's reports to the governing body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 34 parents and carers, and 6 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The work the school is doing to raise and secure pupils' attainment in mathematics.
- The ways through which the school is ensuring those pupils with special educational needs and/or disabilities are enabled to make progress.
- The progress the school is making in developing its methods for assessing pupils' work.
- Whether pupils' personal development and the school's pastoral care and guidance are developing strengths.

Information about the school

This is a smaller-than-average infant and nursery school. It serves its local village and surrounding communities, with the majority of pupils coming from beyond the school's own catchment area. Few pupils join or leave the school other than at the start of an academic year. The very large majority of pupils are from White British backgrounds. The percentage from minority ethnic groups, or those for whom English is not their first language, is well below average. There are currently no pupils known to be eligible for free school meals or who have a statement of special educational needs. The proportion of pupils with special educational needs and/or disabilities is below average. The school has gained Gold Healthy School status and received a Physical Education and Sport for Young People Gold award.

The governing body provides a breakfast and after school club, the 'Westwood School Out Of School Care Club', each day during term time, for pupils aged 3 to 11. Pupils attending come not only from the school but also from three partner primary schools.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils make good progress as they move through the school, and their attainment by the end of Year 2 is above average in reading, writing and mathematics. In 2008 and 2009, attainment fell to average in mathematics, particularly for boys. Very well-focused action by the school during 2009-10 has ensured that attainment has risen and is once again above average for both boys and girls in literacy and numeracy. Good leadership, governance, effective teamwork, teaching and practical tracking systems are ensuring that pupils' progress is accelerating across the school. It has established a good track record of success and has good capacity for sustained improvement. All the points identified by the inspection for further development are already in the school's improvement planning.

Staff changes, and improvements to the school's buildings, have led to a carefully considered reorganisation of the school's resources. From the start of the current academic year, there is now an Early Years Foundation Stage unit which is serving well the needs of Nursery, Reception and Year 1 pupils. Curriculum planning for this unit is good, but the impact of its introduction is subject to on-going monitoring throughout the year by the new unit leader. As a result of staffing changes and reorganisation, there are a few curriculum areas which now require strengthening. In particular, the school is taking action to develop further the science curriculum relating to living things, and teaching expertise and opportunities for pupils' performance in music. A fresh look at the Key Stage 1 curriculum is taking place to extend opportunities to prepare pupils for life in a multicultural society.

Teachers have invested a great deal of hard work to ensure the national strategies for assessing pupils' progress have been established for literacy and numeracy. This has played an important part in raising attainment in mathematics and is advancing successfully the pupils' reading and writing skills. The school is now looking to use its expertise to develop and adapt gradually these assessment practices to other subjects in order to improve further the pupils' progress. The practical use of assessment in the classroom is established well. The use of questioning by teachers and teaching assistants is good. However, occasionally opportunities are missed to probe pupils' understanding more deeply. Planning does not always identify sufficiently clearly or precisely how different individuals or groups are to be assessed during lessons.

There are two main keys to the school's success. First, its accurate self-evaluation which is focused well on specific aspects designed to move the school forward. Secondly, its ethos which leads to excellence in aspects of the pupils' personal development, such as behaviour and respect for each other throughout the school as a community. Pupils' behaviour plays an important role in enabling excellent attitudes to school and learning. This is underpinned by outstanding care and pastoral support. As one parent wrote: 'My

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

child enjoys being at Westwood School. I can go to work each day knowing my child is happy and receiving a good education.'

What does the school need to do to improve further?

- Build upon the improving attainment and achievement of pupils throughout the school by:
 - completing the phased introduction of the school's new curriculum planning for the Early Years Foundation Stage unit
 - extending curriculum development in science and music, and by developing staff confidence in teaching and performing music
 - increasing opportunities to promote the pupils' multicultural experiences and learning, particularly in Years 1 and 2
 - enhancing the implementation of national assessment strategies for literacy and numeracy by extending these practices to other subjects
 - ensuring a consistent approach to using assessment in the classroom, particularly through the use of questioning.

Outcomes for individuals and groups of pupils

2

Learning is fun at Westwood. This goes a long way to explaining why, from broadly expected starting points when they enter the Early Years Foundation Stage, pupils' achievement is good and attainment is above average by the end of Year 2. A recent visit to a sea life centre fired the pupils' imagination. Everywhere around the school displays and activities reflect the ways learning is linked to the real world. Year 1 and Early Years Foundation Unit pupils all had the opportunity to handle and dissect a fish. These investigations led to diverse discussions ranging from fishing as an occupation to fish as a food. Such activities promote very well the pupils' speaking and listening skills. In a Year 2 lesson, the pupils made good progress in the development and writing of specialist vocabulary, as well as an understanding of geographical signs and symbols, when working on their maps of a pirate island. Models of sea creatures were also used effectively to promote counting and estimation skills in a Year 2 mathematics lesson. Pupils learn well because they appreciate that staff always have something to offer them. Relatively few pupils have special educational needs and/or disabilities, but careful tracking of each individual ensures they make good progress. They are supported in this by regular one-to-one support by teachers and teaching assistants alike.

Through the example set by adults, and in personal, social and health education, pupils become well informed about risks both within and beyond the school, and know how to keep themselves safe. All parents and carers responding to the questionnaire agree with their pupils when they say they feel entirely safe at school. Discussions with the pupils show they appreciate the importance of exercise and healthy lifestyles. Most lunchboxes show the pupils are spreading the message about healthy eating beyond the school gate. Pupils' good personal development overall, and thoughtful approach to learning, was exemplified by a discussion with a group of Year 2 pupils who talked keenly about homework. Pupils are ready to take on responsibility, and make a good contribution to the school community as a whole. Letters in school files show they are well-regarded in the

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

local community and beyond. Social and moral development are strong, but pupils' appreciation of cultures other than their own is more limited.

These are the grades for pupils' outcomes

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

¹ 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?

The pupils' learning is underpinned securely by good teaching. Teamwork and effective cooperation between staff ensure that the school's balance and range of experience in teaching is mutually supportive. New ideas are helping to invigorate lesson planning and develop further the school's good curriculum; experience in the use of tracking pupils' progress is helping to improve their attainment. Teachers' subject knowledge and creative thinking is often very good throughout the school. The more satisfactory elements within science and music are being improved through in-service training. Further improvements to assessment are being implemented. Staff are willing to learn, even to the extent of taking specific language classes to facilitate the progress of pupils for whom English is an additional language.

Working relationships throughout the school are excellent. The outstanding nature of the school's pastoral care was a theme running through parental comments both in conversations with inspectors and through the questionnaires. As one parent wrote, 'The only problem is to find a school to live up to Westwood when the children move on.' Support for those pupils who have special educational needs and/or disabilities is very thorough and ensures that the school's links with partner agencies are effective in their

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

provision. The pupils and their families also benefit well from the school's extended services and the Westwood School Out Of School Care Club. This is a good and much appreciated facility, supervised directly by a governor; this ensures close links and common purpose with the school's own aims and ethos.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The good focus on inclusion by the school's leadership is shown by the way it tackled the mathematics issue over the past year, thus closing the attainment gap between boys and girls. The establishment of the Early Years Foundation Stage unit is already starting to pay dividends, but the impact over a full year has yet to be assessed. There are well-established systems for the monitoring of teaching and learning. Good teaching practices are established, enabling the school to now shift its focus to concentrate more on the specific monitoring of learning to ensure the improvements in pupils' progress are maintained. Teamwork approaches are embedded well, including partnership with the governing body. This has driven not only effective self-evaluation but also those aspects of excellence seen in the care it provides.

Good governance ensures systems are most rigorous for the safeguarding of pupils, and for the support of those whose circumstances make them more vulnerable. Good practice is embedded in the school's approach to safeguarding. Risk assessments take parents and carers' views into account, but the school recognises that there is scope for more regular consultation. Through its ongoing review of the curriculum the school is looking to identify even wider opportunities for promoting safeguarding awareness through subjects other than personal, social and health education. Partnerships with parents, carers and other education partners are good, and the school is playing an increasingly active role within its local family of schools. The school has a practical action plan for community cohesion, and this is embedded in the main school development plan. The school plays an important and valued role within its local community, not least through its good provision for extended services. This results from an effective understanding of its local community and the needs and aspirations of its pupils' families. It is now looking to broaden its horizons in order to strengthen the ways it prepares its older pupils, almost all of whom are White British, for life in multicultural Britain. The headteacher ensures that the governing body is well-informed and, together with the staff, the school's leadership is effective in driving improvement.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children are gaining a good start to their education in the new Early Years Foundation Stage unit. Good past and present leadership is ensuring that the advantages of this are already seen in its provision. The deployment of staff enables one-to-one and small group support; this enhances the well-focused teaching of larger ability groups. More advanced Nursery children are challenged well by working alongside Reception and those Year 1 children who need additional early years support. The school's flexibility of approach involves hard but rewarding work for staff, and the children are benefiting well. While building sand volcanoes, Nursery and Reception children's knowledge and understanding of the world was extended well through a Year 1 child talking with them about the nature of lava.

The unit provides an exciting and creative environment within which children learn well. The outside environment has been improved significantly, but the playground lacks some expected markings, such as a roadway, to aid the teaching of safe practices. This is particularly relevant as a few parents and carers have expressed some concern about traffic outside the school. Children's achievements are valued and older children can point to their targets which are written on stars displayed on each wall. Regular assessment is thorough in the way it builds up a picture of each individual's progress. Assessment is also aided through close links and common approaches with the out of school club.

The challenge for the new leadership is not only to ensure the momentum of the current changes are maintained, but also that their impact is monitored and analysed regularly to evaluate success. There are already examples of outstanding teaching in the unit. In an excellent Reception group lesson, very good progress was made by children in their linking of sounds and letters. This was achieved through a game involving the use of the class puppet, and the 'air writing' and forming of letters with paintbrushes, as well as actual writing on individual whiteboards. Through such lessons the children gain in confidence as

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

well as knowledge. There is a firm focus throughout the unit on ensuring plentiful opportunities to promote the children's personal development, and in this the school is markedly successful. Nursery and Reception children are prepared well for their next stage of education and their levels of social development are particularly good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of parents and carers responding to the inspection questionnaire was higher than average. The very large majority are entirely supportive of the school. A few feel it could do more to help them support their children's learning and/or take more account of their suggestions and concerns. Inspectors find the governing body has taken action on these issues, which also arose in a previous questionnaire issued by the school. Discussions with parents at the school gate show they are receiving good support and advice on an individual basis. Regular newsletters include invitations to parents and carers to contact the school, and information for those whose work patterns make this more difficult. There are excellent opportunities to speak with staff at the start and end of each day. The majority view is summed up by one parent who wrote: 'Westwood school is great, the teachers are so approachable and always have time for my questions and thoughts about my child's needs. Staff are friendly and helpful with ideas and activities to help my child learn at home.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westwood Infant Nursery 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	56	13	38	0	0	0	0
The school keeps my child safe	25	74	8	24	1	3	0	0
My school informs me about my child's progress	13	38	16	47	2	6	1	3
My child is making enough progress at this school	16	47	16	47	2	6	0	0
The teaching is good at this school	17	50	16	47	1	3	0	0
The school helps me to support my child's learning	13	38	14	41	5	15	0	0
The school helps my child to have a healthy lifestyle	19	56	15	44	0	0	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)	13	38	16	47	0	0	0	0
The school meets my child's particular needs	17	50	14	41	3	9	0	0
The school deals effectively with unacceptable behaviour	14	41	18	53	0	0	0	0
The school takes account of my suggestions and concerns	13	38	15	44	1	3	2	6
The school is led and managed effectively	13	38	19	56	1	3	0	0
Overall, I am happy with my child's experience at this school	18	53	15	44	1	3	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 October 2010

Dear Children

Inspection of Westwood Infant Nursery School, Westwood, NG16 5JA

There are all sorts of ways in which yours is a good school. We would like to thank you for your friendly welcome, your politeness towards us, your smiles, your laughter and your curiosity. You played a very important part in helping us to understand what is special about your school, and the following are just a few of them.

You get a good start to your education in your Early Years Foundation Stage unit.

You make good progress during your time at the school.

Your behaviour and attitudes to learning are excellent.

You look after each other and make sure you keep each other safe.

The adults at your school take excellent care of you.

You have good teachers and teaching assistants who work together well.

The adults at your school work hard and set you a good example.

Your headteacher and the governing body lead your school well.

We have asked your headteacher and the other teachers to do four things in particular to help you achieve even more during your time at school.

Complete the work they are doing to set up your new Early Years Foundation Stage unit.

Continue the work they are doing to make your science and music work even more interesting.

Help those of you who are older to understand more about the different groups of people who live in Britain today.

Develop further the good ways they assess your work and ask questions to check your understanding.

In one of your classrooms there is an important notice which says, 'We belong to a school, a class, a family. We belong to Westwood School'. This explains why you feel so at home at school and enjoy learning. You are happy with each other's success and support each other well. Please continue to do so.

Yours sincerely

Michael Miller

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.