

# Watton Westfield Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	120996
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	363929
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Judith Dawson

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Cross
<b>Headteacher</b>	Lorna Crowdy (acting headteacher)
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	West Road Thetford IP25 6AU
<b>Telephone number</b>	01953 882669
<b>Fax number</b>	01953 881602
<b>Email address</b>	office@westfield.norfolk.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by six teachers. Meetings were held with pupils, staff and members of the governing body and there were informal discussions with parents and carers. Inspectors also observed the childcare provision. They observed the school's work and looked at: pupils' work and the tracking of their progress, the school's policies and procedures, teachers' planning of work, the monitoring of teaching and learning and plans for whole-school development. They also analysed 58 parental and carers' questionnaires.

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

- How well are pupils applying their literacy and numeracy skills across the curriculum?
- Do pupils know what they need to do to improve their work and can they identify the progress they make over time?
- How robust are the procedures for continuous improvement, especially the monitoring of the impact of teaching on pupils' learning and in providing opportunities for pupils to be independent learners?
- How successful is the school in helping children and pupils who join other than at the usual time of entry to access the curriculum and make good progress, especially those who are in the early stages of learning to speak English as an additional language.

## Information about the school

This school is smaller than average of its type. The proportion of pupils known to be eligible for free school meals has risen over the last three years and is now average. The proportion of pupils with special educational needs and/or disabilities has also risen from well below to slightly above average. Most pupils are of White British heritage but there are a few from minority ethnic backgrounds, mainly from Portugal and Eastern Europe. The majority of these speak English as an additional language and a small proportion is at an early stage of learning to speak English. More pupils than average for this stage of their education join or leave the school other than at the usual time. The governing body provides additional day care for its pupils, including breakfast, lunchtime and after-school clubs. The school site is shared with a Children's Centre, which will be inspected separately. There is an acting headteacher, following the retirement of the previous headteacher in January 2011. The school has recently gained the Artsmark and Bronze Eco-Schools awards.

**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**

**3**

## Main findings

This is a good school where pupils are respected and well cared for within a friendly and cheerful environment. The acting headteacher has been very successful in maintaining high morale among the highly motivated and enthusiastic staff, in spite of the lack of an experienced senior management team. Children have an excellent start to their education in the Nursery. Throughout the school, teachers are skilled in teaching pupils the reading, writing and mathematical skills they need to maintain consistently high standards by the end of Year 2. The increasing numbers of pupils who speak English as an additional language and those with special educational needs and/or disabilities make equally good progress to that of others.

The broad and well-planned curriculum provides a good range of enrichment activities, including high-quality music and a focus on outdoor-learning opportunities. Plans for whole-school improvement lack a clear focus on priorities based on robust school self-evaluation, and do not identify how the impact of initiatives will be evaluated. Although the quality of teaching and its impact are good, the monitoring of teaching has insufficient reference to the impact on learning or how practice could be improved even further. The senior leaders know that aspects of school development and monitoring await improvement, but change is limited pending the appointment of a substantive headteacher. The strengths of the school identified at the last inspection have been maintained and there is a satisfactory capacity for sustained improvement.

Almost all pupils make good progress during their time in school, and many make rapid progress in developing the core subject skills of reading, writing and mathematics. They enjoy their learning and behave well, although when they have too few opportunities to contribute to discussion, their concentration wavers. They have a good understanding of how to care for themselves and feel very safe in school. They have a range of duties and responsibilities in school and the wider community. However, many have little understanding of how to improve their work or how much they have improved over time. Their good progress relies on teachers' planning the next steps. Almost all pupils' learning is set by the teachers who also decide how learners will complete the task set and how successful they have been. Although pupils have very good mathematical and secretarial skills, there are missed opportunities for them to apply these independently to help prepare them for their future learning.

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

- Sharpen the focus of leaders and managers on driving the continuous improvement and development of the school by:

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- improving the school's self-evaluation to not only reflect its many strengths but also to identify what could be better
  - using improved self-evaluation to generate specific targets for whole-school improvement and monitor and evaluate progress towards meeting them
  - ensuring the monitoring of teaching clearly focuses on improving pupils' learning from good to outstanding and that points for improvement become a focus for future observations.
- Help pupils to become more involved in their learning by:
- ensuring they know how to improve their work and what their targets are
  - encouraging them to evaluate their own performance and set their own targets
  - enabling them to make decisions about what and how they learn in order to pursue their own lines of enquiry and research, making good use of their very secure literacy and numeracy skills.

**Outcomes for individuals and groups of pupils****2**

Most pupils join Year 1 with average knowledge and skills for their age, having made good progress from below typical starting points on entry to the Nursery or Reception classes. They make good and often outstanding progress in acquiring reading, writing and mathematical skills during their time in school. Entrants who join the school during the term time settle into routines quickly and soon begin to make good progress alongside their peers. Pupils with special educational needs and/or disabilities, and those who speak English as an additional language also make good progress because they are supported well. However, because some individual targets are long-term, these pupils do not have the satisfaction of judging their own progress to see that they have achieved their targets. In general, pupils lack the opportunity to use initiative enough in their learning to enhance skills they will need in their future education. Pupils' books are well-presented and their handwriting is of a high standard. In lessons, they apply themselves to their work diligently and, when the opportunity arises, work well with their peers. They listen to their teachers and respond very well when teachers make learning fun. In a lesson in Year 2, for example, pupils enjoyed suggesting different ways of sorting animals, although most used the teacher's example when working independently. Occasionally, because the teacher insists pupils listen without responding or contributing, some get frustrated and their attention slips. Throughout the school, pupils respond really well to the oral number exercises at the beginning or end of their mathematics lessons, ensuring that they have a good grasp of number facts and sequences.

Pupils thoroughly enjoy music and have gained awards in county concerts. The school's Artsmark award demonstrates the quality of this, as does pupils' good quality art work across the school. They are highly motivated by the wide range of visits, for example, to Norwich Castle, and the visiting artists, musicians and historical characters, such as 'Samuel Pepys'. They engage enthusiastically in sports and the wide range of activities available during playtimes. Through the 'One World' week, they demonstrate a good understanding of other cultures and environments. They make a good contribution to the local community, producing window displays, for example, and giving concerts to senior citizens. The school council and the eco club contribute well to improving the school environment and take a pride in their Eco-Schools award. Pupils spiritual, moral and social

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development is good and, in personal and social aspects, pupils demonstrate good levels of responsibility. They have few opportunities to extend this to organising and planning their learning.

*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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<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?

Teachers have high expectations of the quality of work from their classes. There are good relationships between teachers and pupils and any inappropriate behaviour is addressed well. Teachers are meticulous in ensuring pupils progressively build on their reading, writing and mathematical skills and, when possible, use the themes of the 'topics' as a focus for literacy and numeracy lessons. They use questioning effectively to test understanding and extend learning and offer wise advice in lessons. Accurate assessments of pupils' knowledge and understanding help teachers to match work and support to individual needs. Occasionally, adults do too much for some pupils and tasks are only achieved through considerable adult support. Pupils who have achieved their task are, occasionally, set more of the same work, instead of being challenged to apply their skills to new learning. Written advice makes few references to targets, so pupils cannot easily see how they have improved over time.

The curriculum is well-planned to ensure that pupils acquire the knowledge and skills they need across the subjects in interesting and cohesive ways. This provides pupils with a good understanding of the world beyond school and generates opportunities for them to

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empathise and respond to events in their own and other cultures both past and present. Joint planning between teachers ensures that pupils have equal access to the curriculum, although there is little scope for extension to allow for pupils to follow their own interests or even to select how they will tackle a task. The good personal, social and health education curriculum ensures pupils know about the importance of good diet and exercise as well as developing an understanding of their place in the world. The school makes good use of other agencies to extend learning, including the junior school, which pupils visited during the inspection week as part of the shared world topic. The many clubs are well attended. The provision for childcare is also good, allowing pupils from this and the junior school to relax in a safe and stimulating environment.

The school takes good care of the pupils. All staff have suitable qualifications and training and attention to safety is rigorous. Pupils know they can confide in adults and the school is meticulous in its procedures for involving outside agencies to support potentially vulnerable pupils or families, working closely with the Children's Centre. The school has good and consistent procedures for promoting attendance, and has had some success with families who are not easily persuaded of the benefits of the education provided. There are still a few families who struggle to maintain their children's regular attendance. Consistent systems for promoting good behaviour ensure pupils with emotional or behavioural difficulties learn effectively and develop self-discipline.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The acting headteacher and governing body are rightly proud of the school and the way that standards have been maintained. They are skilled in maintaining the self-esteem of the staff and have high expectations of the pupils. There is a strong focus on ensuring that pupils are taught the skills they need. However, although strengths are celebrated, self-evaluation does not provide a clear focus for whole-school improvement. The monitoring of lessons is not rigorous enough to ensure that teachers consistently improve further on their already good practice.

The governing body supports and challenges the school well, and members are regular visitors, who both carry out their statutory duties and support pupils in the classroom. The governing body is researching a range of options for the future leadership of the school, securely rooted in finding the best option for all stakeholders. It is rigorous in ensuring its statutory duties, including responsibilities for ensuring pupils' safety, have been carried out thoroughly. However, the governing body is aware that it is not involved enough in prioritising school improvement targets and monitoring the work of the school. All visitors

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working with pupils are given guidance to ensure they know the procedures for identifying and responding to any child protection or safeguarding issues and there are regular and rigorous site inspections to ensure the school is secure.

This is an inclusive school where all pupils and their families are supported well and have equality of access to all aspects of the life of the school. Good liaison with the Children's Centre has helped families, especially those new to the county, to settle in quickly so that all groups of pupils achieve well. A range of meetings about ways parents and carers can help their children at home are well attended. Community cohesion is promoted well. Links with local banks and shops, senior citizens, local minority ethnic groups and the Chinese restaurant put the school at the heart of the community. There are links with schools in different social contexts in Norwich and Kings Lynn and the curriculum provides pupils with a good understanding of the diversity of cultures across the globe. For example, pupils sing Maori songs and play pentatonic oriental music on percussion instruments.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</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>2</b>

## Early Years Foundation Stage

Children have an outstanding start to their school lives in the Nursery. Teaching and support staff have a thorough understanding of how young children learn best. Activities are very carefully planned to extend knowledge and skills while promoting independence and stamina in pursuing a project to its conclusion. Adult-led activities are clearly focused on helping children take their next steps in learning. Thorough assessments in each child's 'Learning Journal' contain written and photographic evidence showing progress in each area of learning and clearly identifying what needs to be learnt next. These journals are overseen by each child's key worker. There is impeccable organisation of the stimulating inside and outdoor environment and children's safety is paramount. As a result, children in both morning and afternoon sessions are confident, develop good personal and social



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skills and make rapid progress. Above all, they thoroughly enjoy both the adult-led and their own- initiated learning.

The Reception classes follow a similar blend of adult-led and child-initiated activities. Children have plenty of opportunities to play together and focused teaching sessions ensure they are well prepared for future learning. However, although the organisation and provision and the resulting progress remain good overall, the independent activities often lack the purposeful learning opportunities so effective in the Nursery. Children's choices are not noted to ensure that they have access to activities to extend all areas of learning. The system for tracking children's progress is not easily understood and, although they have scrapbooks where their work is collected, it is not linked to specific learning outcomes or used to identify children's next steps.

Good links with parents and carers and effective induction procedures in all Early Years Foundation Stage classes ensure that there is effective liaison between school and home and that children, including those at an early stage of speaking English as an additional language, swiftly feel at home. This is a reflection of the good leadership and management that ensures children feel secure and learn well.

*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

Parents and carers are overwhelmingly appreciative of the education and care the school provides and the way the school is led and managed, especially without a substantive headteacher. A very small minority had an issue with communication and aspects of care. The inspectors found that the school takes good care of their children at all times and parents and carers are well informed about their children's progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Watton Westfield Infant and 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	79	11	19	1	2	0	0
The school keeps my child safe	45	78	12	21	1	2	0	0
My school informs me about my child's progress	39	67	17	29	2	3	0	0
My child is making enough progress at this school	44	76	13	22	1	2	0	0
The teaching is good at this school	44	76	13	22	1	2	0	0
The school helps me to support my child's learning	38	66	17	29	3	5	0	0
The school helps my child to have a healthy lifestyle	34	59	22	38	2	3	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)	40	69	15	26	1	2	0	0
The school meets my child's particular needs	36	62	20	34	2	3	0	0
The school deals effectively with unacceptable behaviour	26	45	29	50	1	2	1	2
The school takes account of my suggestions and concerns	27	47	28	48	3	5	0	0
The school is led and managed effectively	36	62	21	36	1	2	0	0
Overall, I am happy with my child's experience at this school	42	72	15	26	0	0	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



23 June 2011

Dear Pupils

**Inspection of Watton Westfield Infant and Nursery School, Thetford, IP25 6AU**

Thank you all very much for your friendliness and help when we visited your school recently. We were very pleased to see how much you enjoy your school, how hard you work and your good behaviour. Well done.

Your school is a good one. You learn about lots of interesting things there and we know that you enjoy your clubs, visits and visitors. You have good teaching which helps you to reach high standards in reading, writing and mathematics. We know how good you are at looking after yourselves and each other and carrying out your duties. We would like your teachers to help you take more responsibility for your learning by making sure you all know how to make your work even better and what you need to learn next. We would like you to sometimes decide for yourselves how to organise your work, and what you would like to learn about so that you can use your skills in ways that interest you most. We are sure that this way, you will enjoy your learning even more. Those of you in the Nursery already do this and you have an excellent start to your school lives.

Those in charge of your school do a good job in making sure you are safe and well cared for and, like you, they are very proud of what you all achieve. We have asked them to see how they can make your school even better and to help your teachers ensure that your learning is as good as it can possibly be. Those of you who join school at different times or from different countries are made very welcome, just as we were.

We wish you all the very best for your futures.

Yours sincerely

Judith Dawson

Lead inspector

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