

Weyford Infant School

Inspection report

Unique Reference Number	115961
Local Authority	Hampshire
Inspection number	379176
Inspection dates	10–11 November 2011
Reporting inspector	Michael Barron

This inspection of the school was carried out under section 5 of the Education Act 2005.
The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Neil Fleming
Headteacher	Liz George
Date of previous school inspection	24 March 2009
School address	Mill Chase Road Bordon Hampshire GU35 0EP
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Registered childcare provision	
Number of children on roll in the registered childcare provision	15
Date of last inspection of registered childcare provision	24 March 2009

Age group	3–7
Inspection date(s)	10–11 November 2011
Inspection number	379176

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 10 teachers. They also held meetings with the headteacher, deputy headteacher, five members of the governing body, teaching and support staff, parents and carers, and groups of pupils. They observed the school's work and looked at school development planning, the governing body minutes, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. They also scrutinised questionnaires returned by 54 parents and carers and 14 staff.

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

- Pupils' present attainment, especially in Year 2, and what this signifies in terms of achievement and progress, particularly regarding writing.
- Provision for cultural education and its impact on building up pupils' knowledge and understanding of cultures and communities other than their own.
- The success of the school's initiatives to improve pupils' rates of attendance and any resulting impact on pupils' progress and achievement.

Information about the school

This is an average size infant school. A majority of pupils are White British. A few pupils are from minority ethnic backgrounds and a small number are at the early stages of learning English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is well above average. Most of this group of pupils have emotional needs and/or speech, language and communication difficulties. There is Early Years Foundation Stage provision in the school's Reception Year and Nursery Year classes attended by children between the ages of three and five. The proportion of pupils known to be eligible for free school meals is above the national average. The school has gained several awards and is presently working towards gaining the Rights Respecting School award.

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 which prepares pupils well for the next stage of their education. The quality of care, guidance and support for pupils is outstanding and ensures that they feel valued as individuals and develop into confident learners who enjoy school and work hard. The school has built up good links with parents and carers, who appreciate the very effective way the school ensures pupils are safe at all times. This was evident in the positive nature of their questionnaire replies. One commented, 'The school's caring ethos has ensured that each of my children want to achieve and has fostered in them a love of learning,' while another stated, 'My child is very happy and safe here which makes us as parents happy too.'

The school is well led by a dedicated and highly respected headteacher who provides a clear vision for improvement and has high expectations of what pupils are capable of achieving. She works well with her enthusiastic staff and governing body to ensure the school frequently checks and measures its performance in order to improve its practice. Staff work well as a team to ensure the school reaches the challenging targets it sets itself. This positive approach to learning has led to improvements in provision since the previous inspection, for example improving pupils' progress and attainment in writing and raising the quality of care, guidance and support for pupils from good to outstanding, and is a clear indication of the school's good capacity for further sustained improvement.

Children make good progress during their time in the Nursery and Reception Years even though the outdoor provision does not match the good quality of provision found in classrooms. Pupils continue to achieve well and make good, if slightly uneven, progress throughout the rest of the school. Systems to track the progress of individual pupils are good and used effectively by teachers in lesson planning. However, morning sessions in Year 1 are sometimes quite formal and not all pupils respond well to these types of lessons, especially those who would benefit from a continuation of the more informal approach to learning they were used to in their Reception Year. Several pupils find concentrating on one task after another for long periods difficult and this affects their progress.

Even so, inspection evidence, supported by school data, confirms that, by Year 2, pupils' attainment is average overall, and this represents good progress for all groups of pupils, including those with special educational needs and/or disabilities and also the small number of pupils whose first language is not English.

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Pupils are keen to talk about what they like the most about school, especially the interesting visits they take part in and also the frequent visits to the school by a variety of people. For example, the recent visit to the school by a group of Indian dancers celebrating Divali as part of pupils' studies into the different customs of people found in the multicultural society of the modern United Kingdom.

What does the school need to do to improve further?

- By the end of autumn term 2012, improve outdoor provision in the Early Years Foundation Stage so that it matches the good quality of indoor provision in order to ensure that children are provided with the facilities they need to develop the skills associated with outdoor learning and play, especially during periods of inclement weather.
- By the end of the spring term 2012, review transition arrangements in order to improve the progress and achievement of a few less mature pupils in Year 1 by initially developing a less formal approach in lessons while maintaining a good level of challenge for those pupils who would benefit from a more structured approach to learning.

Outcomes for individuals and groups of pupils

2

Pupils say that they look forward to coming to school and this is reflected in their above average, and improving, rates of attendance, which has had a positive impact on raising pupils' progress and achievement. Pupils make a good contribution to the school and the local community, and older pupils have a good awareness of their rights and responsibilities. They understand the importance of the school working towards the Rights Respecting School award. Pupils have developed an excellent understanding of the need to stay safe and say that they feel very safe in school at all times. They fully realise the importance of eating healthy foods and exercising regularly. Children in the Reception Year talk about the importance of eating fruit and vegetables, including raw carrots, to remain healthy. Older pupils are able to explain why it is important to have a healthy lifestyle and why 'fatty foods are bad for you'. The quality of pupils' spiritual, moral, social and cultural development is good, with the moral and spiritual aspects especially strong. This is reflected in pupils' good behaviour and in their respect for others. Pupils say that they are confident adults will deal with any rare instances of anti-social actions by others quickly and fairly.

Children enter the school's Nursery at the age of three with skills and understanding well below those expected for their age. They make good progress in the Early Years Foundation Stage but often enter Year 1 with below average skills, especially regarding their language and social development. Pupils then make good, if variable, progress throughout the rest of the school and say that they are confident adults will always help them if they are having difficulty completing tasks in lessons. They have good attitudes towards learning and say that they look forward to lessons, especially when teachers use resources such as interactive whiteboards in order to make

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learning interesting. This was evident during an outstanding lesson in Year 2 on doubling and halving numbers. Pupils made excellent progress because the teacher used a range of interesting resources to inspire and motivate pupils, who worked very hard at tasks which were very well matched to their different abilities. Pupils in Year 1 made good progress in developing their understanding of subtracting numbers because they found the work they had to complete interesting. Those pupils with special educational needs and/or disabilities, the more able, and also those who speak English as an additional language, made similar good progress to all other pupils because they were well supported by effective learning support assistants.

Transition arrangements for children leaving the Early Years Foundation Stage to enter Year 1 are good and help pupils settle well into their new classes. However, morning sessions are often divided up into phonics lessons about the sounds that letters make, followed by lengthy numeracy and literacy sessions, and by this time, some pupils are beginning to lose interest and find it difficult to join in with learning. They tend to drift off task and do not make the progress they are capable of.

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	3
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	2
The extent to which pupils adopt healthy lifestyles	1
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

How effective is the provision?

The curriculum links different subjects together well in order to make learning enjoyable for pupils. Teachers and learning support assistants work together effectively to make a positive contribution to pupils' learning. Teachers use assessment information well when planning work for pupils. They are particularly

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

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skilled in questioning and in developing pupils' key literacy, numeracy, and information and communication technology (ICT) skills. Teachers have a good knowledge of the subjects they teach and have developed good relationships with pupils, which they use effectively to enhance learning. However, there are occasions when the pace of learning slows and this can affect pupils' progress.

The outstanding level of care, guidance and support the school provides for pupils is the basis for their good personal development. Parents and carers value the way in which the school looks after their children, and pupils are very confident they will always be well looked after. Good induction arrangements help pupils settle quickly into new routines. Pupils whose circumstances make them potentially vulnerable receive a very effective level of care and support, and this enables them to take a full part in school life. Pupils appreciate the enrichment activities the school provides for them, including theme weeks, maypole dancing and after-school clubs featuring, for example, football.

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 quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning. The headteacher and her staff have implemented several improvements since the last inspection. They have been well supported by the governing body, which offers a good level of challenge and support to the school. A majority of governors play an active role in school life, although a small minority are less involved with the school.

Links with parents and carers are good, including with those who may have had doubts about becoming involved with the school. Parents and carers appreciate the effective way in which the school tackles discrimination. This is an important factor in ensuring that all pupils, regardless of their background or ability, are given equal opportunities to succeed, not only in their academic work but also in developing their social skills.

Links with external agencies and partnerships with other institutions are used well to support pupils' learning and well-being. Good links with the on-site junior school are used effectively to help pupils transfer to their new school at the end of Year 2. Safeguarding procedures are good and meet all requirements. This is reflected in the precision of the staff recruitment and vetting checks, and the security of the school

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site. Staff and governors receive regular training about safeguarding and child protection issues and fully understand the importance of their role in protecting pupils.

The school's work in promoting community cohesion is good. It has built up effective links with the local community and uses these well to develop pupils' understanding of shared values. The curriculum also provides pupils with frequent opportunities to develop their understanding of the wider nature of modern society in the United Kingdom.

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

Parents and carers talk positively about the friendliness of the Early Years Foundation Stage staff and of how they encourage children to do well from the moment they first enter the Nursery Year. The comment by one parent aptly summed up the good quality of provision in the Early Years Foundation Stage, 'To say that I am delighted with the school is an understatement.'

Lessons in the morning are well structured; they effectively blend opportunities for children to learn independently and with adult direction. Afternoon sessions in the Reception Year often feature child-initiated activities. Most children behave well and happily join in these activities with enthusiasm. Nearly all are starting to understand the importance of sharing with other children and taking turns. Adults in both year groups offer an effective level of support to those children with less well-developed social skills, or who are experiencing difficulties in learning. Recording of children's individual progress is good and is used effectively to plan future work which is well matched to children's individual needs.

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Leadership and management are good; this has been an important factor in ensuring that Nursery provision complies with the requirements for registration and that children make consistently good progress during their first two years at the school, especially in developing their language, communication and social skills. Adults ensure that classrooms are colourful and exciting places; they are well resourced and provide children with stimulating learning environments. However, the two separate outdoor areas provided for children in the Nursery and Reception year groups are uninviting places which do not reflect the good indoor provision. Neither area includes a suitable covered space for children to build up the skills associated with outdoor learning and play during inclement weather. This can have an effect on their progress.

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

There was an average rate of response to the parents' and carers' questionnaire returns. Most parents and carers who returned the questionnaires or who spoke to inspectors held positive views about the school. Few parents and carers expressed any concerns, although a very small minority felt that the school was not meeting their children's needs effectively. A very small minority felt that the school did not give them sufficient information about the progress their children were making. Inspectors considered these comments during the inspection and judged that pupils were making good progress, and that the school provided parents and carers with regular information about the progress of individual pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weyford 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	76	12	22	0	0	1	2
The school keeps my child safe	29	54	24	44	1	2	0	0
The school informs me about my child's progress	25	46	23	43	6	11	0	0
My child is making enough progress at this school	29	54	22	41	3	6	0	0
The teaching is good at this school	31	57	20	37	1	2	0	0
The school helps me to support my child's learning	20	37	32	60	1	2	1	2
The school helps my child to have a healthy lifestyle	26	48	23	43	4	7	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)	21	39	25	46	2	4	0	0
The school meets my child's particular needs	26	48	22	41	5	9	0	0
The school deals effectively with unacceptable behaviour	16	30	28	52	3	6	2	4
The school takes account of my suggestions and concerns	18	33	27	50	4	7	0	0
The school is led and managed effectively	25	46	26	48	2	4	0	0
Overall, I am happy with my child's experience at this school	33	61	19	36	2	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ 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.



14 November 2011

Dear Pupils

Inspection of Weyford Infant School, Bordon GU35 0EP

Thank you for welcoming myself and the other inspectors to your school. We enjoyed talking to you about what you like about school and listening to your ideas about how the school could be even better. We also enjoyed watching all of you work hard in lessons. We were impressed by how friendly and polite you were, and now know why you like your school so much. We agree with you when you say that you believe you attend a good school.

Here are some of the things we found out about your school.

- You get off to a good start in the Nursery and Reception classes.
- You make good progress in the rest of the school.
- Adults always make sure you are very well cared for and looked after.
- Your behaviour is good and you all get on well with each other.
- You have an excellent idea of the need to stay safe and be healthy.
- Your headteacher, governors and staff are working hard to improve the school.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- make the outdoor areas for the children in the Nursery and Reception classes as exciting to play and work in as the lovely classrooms and
- give pupils in Year 1 a chance each morning to learn in the same way that they used to do when they were in the Reception classes.

Thank you for making us feel really welcome. We hope you continue to enjoy school and work hard. All of you can help by making sure you come to school as often as you possibly can.

Yours sincerely

Michael Barron
Lead Inspector

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