

Geoffrey Field Infant School

Exbourne Road, Whitley Wood, Reading, RG2 8RH

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Under the inspired leadership of the headteacher, senior leaders and staff work together exceptionally well to ensure that all pupils consistently reach national standards and above from starting points that are well below those expected.
- Excellent leadership of teaching and learning by the senior leadership team, together with highly effective management of teachers' performance, have ensured that teaching is outstanding.
- Teachers and teaching and learning assistants know their pupils very well. Very high levels of skill, expertise and subject knowledge ensure rapid and sustained progress for all groups of pupils.
- There is a high level of consistency in all that the school does. Everyone works exceptionally hard to equip pupils with the skills, vocabulary and the structure that they need to succeed.
- Teachers have exceptionally high expectations of all pupils and, in turn, pupils set high standards for themselves.
- Pupils make sure that their work is always as good as it could be, by correcting their work and closing any gaps before moving on to the next step in their learning.
- Pupils' behaviour is exemplary. They are very kind and polite and show great care and respect for each other. They thoroughly enjoy coming to school and have extremely positive attitudes towards their learning.
- Members of the governing body know the school very well. They are strategically involved with the work of the school and hold it to account.
- The school is held in very high regard by parents and carers and the local community.

Information about this inspection

- During the inspection, 22 lessons were observed.
- Six joint observations of teaching and learning were conducted with senior leaders.
- Meetings were held with the headteacher, senior leaders, members of the governing body, the local authority, staff and groups of pupils.
- The inspectors listened to pupils read.
- The inspectors spoke to 42 parents and carers and took account of the 22 responses to the online Parent View survey.
- The inspectors observed the school's work, scrutinised pupils' work books and looked at school policies, including those relating to safeguarding and equality, minutes of meetings of the governing body and planning documents.
- The inspectors took account of the 35 questionnaires returned by staff.

Inspection team

Barbara Atcheson, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Michael Barron

Additional Inspector

Full report

Information about this school

- Geoffrey Field Infant School is larger than the average-sized infant school.
- The majority of pupils are from a White British background.
- The proportion of pupils known to be eligible for pupil premium funding is above the national average. This is additional funding provided by the government for pupils known to be eligible for free school meals, looked after children and children of service families. There are currently no children of service families or looked after children in the school.
- The proportion of pupils with special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The headteacher is a Local Leader in Education.
- The deputy headteacher was appointed in June 2013.

What does the school need to do to improve further?

- Fine-tune the school's approach to problem solving so that all pupils have an even better understanding of how to successfully apply their mathematical skills.

Inspection judgements

The achievement of pupils is outstanding

- Children start school with levels of skills, knowledge and understanding that are well below those expected for their age. Children in Reception and Nursery make good and sometimes outstanding progress because learning is exciting and children can relate it to their everyday lives.
- The school recognises that children's language skills are particularly weak. From Nursery upwards, children are given the vocabulary they will need to succeed and that will lay the foundations for high-quality writing. For example, children will say 'the weather is overcast' instead of cloudy, or 'I'm anxious' or 'I'm frightened' instead of 'I'm sad'.
- All groups of pupils make rapid progress as they move through the school so that, by the end of Year 2, they reach the same standards as all pupils nationally in writing and mathematics and above them in reading. Results have improved year-on-year since the previous inspection when pupils were reaching standards that were significantly below the national average.
- Pupils make outstanding progress because the school equips them so well. All adults are role models of excellence; nothing but the best will do. Pupils' learning is exceptionally well structured. They are taught in small steps, perfecting each one before moving on to the next.
- There is a high degree of independent learning. Pupils strengthen new learning by checking their own work and that of their partners to ensure it is perfect. Visual symbols to measure success are used consistently throughout the school. This means that all pupils know what they need to do each step of the way.
- Every teacher and teaching and learning assistant has the same high expectation, uses the same methods and presents work in the same way so that pupils' learning moves rapidly, unhindered and not confused by different methods and this accelerates progress.
- All pupils know they need to perfect each piece of work. They carefully examine what they have done against what needs to be done. They say they are 'closing the gap' so that their work is as good as it should be.
- Pupils love their work because it is exciting and meaningful. For example, children in Reception delight in watching the changes as they add red water to green water, and pupils in Year 1 relish the gruesome ingredients they list in their instructions for a spell.
- Accurate identification and an appropriate range of extra support, in the form of highly skilled teaching and learning assistants, enable disabled pupils and those who have special educational needs to make the same good rate of progress as that of other pupils.
- Pupils who are eligible for the pupil premium benefit from one-to-one and small-group tuition. This helps them to make outstanding progress in English and mathematics and successfully closes any learning gaps they might have. It also enables them to perform as well as others in the school in reading, writing and mathematics.
- Reading is a strength in the school. Teachers use their own excellent knowledge and understanding extremely well. For example, when Year 2 pupils were learning the sounds that letters make (phonics), they knew they had to hear it, say it, read it and write it accurately, which they did.
- Pupils' work and information on how they learn show that problem solving is not as strong as other areas in mathematics. The school recognises that its approach requires further examination to identify exactly when, why and where pupils have difficulty in understanding what they have to do or find out.

The quality of teaching is outstanding

- Teaching is outstanding. Teachers' enthusiasm is infectious and because relationships are strong, pupils want to do their best. Pupils know that this is what is expected of them and they

work hard to perfect their work.

- Teachers and teaching and learning assistants know their pupils well and so work is set at exactly the right level of challenge for each child. Teachers are skilled at adapting work to suit the pupil so that all pupils enjoy a high degree of success.
- Teachers structure pupils' learning extremely well. The whole school follows the same pattern and this helps pupils to succeed.
- In a Year 1 lesson on writing a set of instructions, pupils were given excellent opportunities to practise and perfect their work, checking each other's work and telling their partner how they could improve. As a result, they wrote sentences such as, 'Next add three tiny cups of warm dragon's blood and stir slowly with a wooden spoon.' They wrote in joined handwriting with well-formed letters and even spelled words such as 'reindeer' correctly.
- The highly skilful contribution made by teaching and learning assistants in class and in smaller support groups plays an important part in the rapid progress that pupils make, particularly for disabled pupils and those who have special educational needs and pupils eligible for the pupil premium.
- Marking is of a consistently high standard and this helps pupils to improve their work. It shows pupils very clearly the progress they have made and what they must do next. All pupils and their parents and carers understand the symbols and colours that are used to do this.
- Teachers are very good at checking pupils' understanding throughout the lesson and they are quick to intervene so that pupils learn from their mistakes. For example in a Year 2 lesson on three-dimensional shapes, the teacher noticed that pupils were saying that their shapes had corners. She stopped the class and asked if three-dimensional shapes had corners. This call for accuracy ensured that all pupils used the right mathematical term.

The behaviour and safety of pupils are outstanding

- Behaviour is exemplary because all adults are excellent role models. Pupils have very positive attitudes to learning. They thoroughly enjoy school and say that they never want to leave!
- Outstanding opportunities for pupils' spiritual, moral, social and cultural development ensure pupils have a clear set of personal values. They work and play particularly well together. They are extremely polite and are keen to learn. They are very confident to undertake independent learning because teachers have shown them how to do this.
- Pupils are emphatic that there is no bullying. They say they feel very safe in school and know that there will always be someone who will listen to them if they have any concerns. They are highly knowledgeable about how to stay safe on the internet, in school and at home.
- Pupils say there is no 'naughty behaviour' as they are interested in their learning. They are taught that to be successful learners they must 'concentrate, not give up, be cooperative, be curious, have a go, use their imagination, keep improving and enjoy learning'. They know what each term means because they have talked about it. There is a large display showing the meaning of each term according to the school council.
- The Family Support Worker provides additional help for families and children, meeting with parents and working with the children in class to support their specific learning needs enabling them to make the best possible progress. Attendance in the early part of the year was affected by childhood illnesses, notably chickenpox and also by the bad weather. However, the school has worked hard with families to improve attendance and the rate of attendance over the last two terms has been high.

The leadership and management are outstanding

- The school has made significant improvements since the previous inspection because the headteacher has the support of the local community and knows how to develop learning for all children. She inspires staff, senior leaders and governors equally. They work hard and support

the headteacher's very high standards. Staff, senior leaders and governors share her strong belief that education underpins children's chances in life. There is a strong commitment to ensure that standards are continually improved.

- Team leaders and subject leaders are given the responsibility to develop their area. They monitor the information they gather on learning, analyse the results, feed them back and plan any necessary action. Everyone is accountable.
- The local authority, rightly, provides light touch support for this outstanding school but says that as an authority it has gained as much from the school in terms of the support that it gives to surrounding schools, as the authority gives to the school. Leaders, teaching staff and teaching and learning assistants have all modelled their expertise for other schools.
- Teachers' performance is managed very effectively. Reviews of staff performance tackle weaknesses and recognise and reward improvements in teaching. The quality of teaching is constantly improving. This is because leaders' highly effective checks on teaching and learning identify key areas for teachers to improve their practice.
- There is a strong emphasis placed on high-quality professional development to address the needs of staff. Newly qualified teachers and those new to the school receive excellent support and soon rise to the high standards expected. There is an open culture of discussion so that everyone can take constructive feedback and is keen to improve.
- The school places the promotion of equality of opportunity at the heart of all its work. There is no discrimination. All teachers are held to account and pupils' progress is checked at regular meetings. If any pupil is seen to underperform, extra help is quickly arranged.
- Parents and carers cannot speak more highly of the school and comments such as 'Great school' and 'Kids love it – really love it' abound. This high level of confidence in the school helps parents and carers to become important partners in their children's learning.
- **The governance of the school:**
 - Members of the governing body play a very active part in the strategic direction of the school. They have an extremely accurate view of the school's performance, including the quality of teaching and how pupils' test results compare with those nationally and with similar schools. Helpful local authority training and governors' own observations help them to understand how the school works and how to hold it to account. They fulfil their responsibility in rewarding teachers' performance only when justified by pupils' achievement. Governors ensure that statutory duties such as safeguarding are met and that financial resources are managed well. For example, they know how many pupils are eligible for extra funding through the pupil premium, their levels of attainment and the impact of the extra help provided by the money allocated.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109782
Local authority	Reading
Inspection number	412559

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Lesley Wakelin
Headteacher	Sue Farrow
Date of previous school inspection	9–10 July 2008
Telephone number	01189 375473
Fax number	01189 375474
Email address	head@geoffreyfieldinfant.reading.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 123 4234, 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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

