

Inspection of Watton Westfield Infant and Nursery School

West Road, Watton, Thetford, Norfolk IP25 6AU

Inspection dates: 26–27 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils and parents and carers like this caring, friendly school. Parents say that their children are happy in school. Even at a young age, pupils embrace differences. Pupils were very keen to tell the inspector that we are all different and everyone is made welcome at their school.

Pupils learn and play in a safe and secure environment. Expectations for behaviour are high. Pupils behave responsibly and calmly in lessons and around school. Pupils achieve well in the purposeful environment. Pupils who need additional support to follow the rules get the help they need. This can be in the classroom or in the school's nurture provision base. Pupils understand what bullying is. They say it does happen sometimes, but they are confident that teachers will sort it out.

Pupils go on a variety of trips, such as to the local library and further afield to places like Banham Zoo. Inspiring visitors to school include members of the armed forces, paramedics and a car designer from Lotus. Pupils are offered climbing lessons, French lessons and music lessons from a specialist.

What does the school do well and what does it need to do better?

Strong leadership, both at trust level and from school leaders, help to make this a good school. Leaders and staff know the pupils well. They use this knowledge to plan carefully what pupils need to learn. Leaders have established a culture in which staff support each other and share ideas. The trust is currently reviewing how it work with the local governing body. This is to ensure that governors are clear about their roles and responsibilities and appropriately trained so they can provide challenge and support to school leaders.

Leaders have recently improved teaching sequences in all subjects. Knowledge and skills are taught in a logical order in most subjects. Detailed information is available for parents so they can share their children's learning. Plans in English, mathematics and science help teachers and parents know exactly what pupils need to know by the end of each term. However, in some curriculum subjects, planning is not as clear. Work is under way to ensure that all subjects are planned consistently.

Leaders are passionate about promoting a love of reading. Core stories are used to ignite pupils' interest. Pupils are encouraged to read at home. For example, the school uses 'reading rainbows' to help motivate pupils. Staff are well trained in teaching phonics and use a systematic approach. Teachers give children books to read that help them develop into fluent readers. However, the proportion of pupils achieving the required standard in the Year 1 phonics screening check has remained below that seen nationally for three years. Owing to the continued improvements made by leaders to the teaching of reading and phonics, current pupils are reading and using their phonic skills well.

Leaders have high ambitions for all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Leaders are determined that all pupils have access to the full curriculum. Pupils' needs are swiftly identified. Appropriate and skilful support is put in place to ensure that pupils with SEND get the academic and pastoral help they need to be successful.

Leadership of the early years and Nursery is strong. Children get a great start to their education. The curriculum is appropriately sequenced in all areas of learning and uses core stories as the focus for topic work. Relationships between adults and children are warm and positive. Skilled staff are quick to respond to individual interests. For example, one child's fascination with using a magnet was used to engage the whole class in an activity.

Attendance has been a problem for the school in recent years. As a result of a concerted effort by the school, attendance and punctuality are improving. However, more work needs to be done to continue these improvements.

Pupils' personal development is promoted very effectively. As a result, pupils at Watton Westfield thrive. Pupils are encouraged to think about the needs and experiences of others. The school works with a range of charities and local groups, for example by collecting for the local food bank.

Staff feel well supported by leaders and are proud to work at the school. Parents are overwhelmingly supportive of leaders and all that the school offers their children. One parent expressed the views of many, saying, 'My child is extremely happy at this school. I wholeheartedly recommend Watton Westfield.'

Safeguarding

The arrangements for safeguarding are effective.

Well-trained staff work as a team to keep pupils safe. Staff fully understand that safeguarding is everyone's responsibility. They quickly recognise if a pupil is at risk of harm. Leaders respond swiftly to any concerns and work efficiently with external agencies.

Pupils are taught to stay safe. Leaders are proactive in building links with the local community to develop this. For example, local police officers come into school to teach children about 'stranger danger'. Pupils know the basics of online safety. They know not to share any personal information when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders in the multi-academy trust need to ensure that all governors have the key skills to carry out their roles and responsibilities effectively to provide challenge and support to school leaders.
- In some subjects, such as mathematics, writing and science, pupils' work is clearly linked to what they have learned before. Where leaders have not yet completed their review of subjects, such as history, the sequencing of learning is not yet as developed. Leaders should continue to further develop plans and teaching in these subjects, so that pupils routinely build the appropriate depth of knowledge and skills over time.
- As a result of action taken by the school, attendance is improving. Overall figures for whole-school attendance are now close to those seen nationally. However, some pupils do not consistently attend school regularly enough. Leaders need to continue the work they have already started to reduce the persistent absence of some pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143956
Local authority	Norfolk
Inspection number	10121337
Type of school	Nursery and infant
School category	Academy sponsor-led
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	Board of trustees
Chair of trust	David Jessup
Headteacher	Helen Kemp
Website	http://corvuseducation.com/
Date of previous inspection	Not previously inspected

Information about this school

- Watton Westfield Infant and Nursery School converted to become an academy in March 2017. When its predecessor school, Watton Westfield Infant and Nursery School, was last inspected by Ofsted, it was judged to be inadequate overall. The school is now part of Corvus Education Multi Academy Trust. This comprises three primary schools.
- In November 2019, the school extended its provision. It now offers early years provision for two-year-olds.
- There have been significant staffing changes since the previous inspection, including the appointment of a new headteacher.
- The proportion of pupils who speak English as an additional language is well above the national average and in the top quintile for all schools.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the early years leader, the special educational needs coordinator (SENCo) and some subject leaders. We also met with members of the trust board and members of the local governing body.
- We spoke with parents and analysed 52 responses to Ofsted’s online questionnaire, Parent View, and 43 text responses from parents.
- We took account of a wide range of information, including the school’s website, development plans, and information about pupils’ learning and the monitoring of teaching. We reviewed documentation relating to safeguarding on the school’s online recording system. We looked at safeguarding policies and procedures. We talked to leaders and staff about how they keep pupils safe. We also spoke to pupils.
- We spoke with teachers, support staff and pupils during this inspection. We also analysed 30 responses to Ofsted’s staff questionnaire.
- We discussed the school’s records of attendance and behaviour with leaders.
- We analysed the school’s self-evaluation document and plans for improvement.
- The subjects considered as part of this inspection were reading, mathematics, science and history. We carried out deep dives into these subjects. This entailed: meetings with senior leaders, subject leaders and teachers; looking at curriculum plans; visiting lessons; speaking with pupils about their learning; and scrutinising pupils’ work. We scrutinised pupils’ writing. We also listened to pupils read.

Inspection team

Jo Nutbeam, lead inspector	Ofsted Inspector
Kay Tims	Ofsted Inspector
Fyfe Johnston	Her Majesty’s Inspector
Jenny Carpenter	Ofsted Inspector

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