

# Inspection of West Leigh Infant School

Westfield Drive, Backwell, Bristol, Somerset BS48 3NG

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Inspection dates: 18 and 19 October 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Ofsted has not previously inspected West Leigh Infant school as an academy school under section 5 of the Education Act 2005, as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

## **What is it like to attend this school?**

West Leigh Infant School is a welcoming school. Pupils embrace the 'West Leigh wishes' of 'be safe, be kind and try your best'. These values are woven throughout the curriculum and the wider culture of the school. Pupils value the positive rewards system through collecting house points.

Leaders set clear expectations. This begins in Reception Year, when children quickly understand the routines for learning. Pupils behave well in lessons. During social times, they look after each other. Year 2 'buddies' make sure no one is alone during playtime. Bullying is rare, but teachers deal with it if it happens. Pupils know who they can talk to if they have a concern.

Pupils enjoy their learning. They are enthusiastic to share their work. Pupils are resilient about their learning. They say that making mistakes helps them to get better.

Pupils take their responsibilities seriously and undertake such roles as 'star helper' or 'school councillor'. They are proud of their school. Pupils understand British values; for example, Year 1 pupils told inspectors about the importance of democracy. They explained about the suffragettes.

Many parents and carers praise the work of leaders and staff. The school's relationship with the local community is strong.

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

Pupils learn a broad and ambitious curriculum. To 'learn without limits' is at the heart of learning. This means pupils make their own decisions about their learning. Teachers guide pupils to make challenging and creative learning choices. In most subjects, leaders have considered the knowledge and skills they want pupils to learn. This is being redeveloped in a minority of subjects. Early years leaders have planned a curriculum that prepares children well for Year 1. Teachers have an effective approach to developing the vocabulary of children in reception.

Teachers help pupils to improve their writing skills quickly because they have a carefully planned approach. Pupils learn to develop and extend their writing skills. Teachers provide feedback to pupils about their learning in ways that help pupils to understand what they need to do next to improve their learning.

Leaders ensure that teachers have the subject knowledge to teach each subject well. They work closely with leaders in the federated junior school to identify the learning and to ensure there is a smooth transition through the curriculum to Year 6.

Pupils with special educational needs and/or disabilities are well supported. Leaders identify potential needs promptly and provide support to meet each individual's needs.

Leaders prioritise the teaching of early reading. All teachers have the training and knowledge to teach early reading well. Children learn phonics as soon as they start in Reception Year and this learning is consistent through to Year 2. As a result, pupils make good progress with their reading. Teachers quickly identify pupils who have not understood the daily phonics learning and intervention is immediate.

When children arrive in Reception Year, they learn routines quickly. Their attitudes to their learning are positive. They enjoy the learning opportunities provided for them. The outdoor provision is well resourced to provide a stimulating area for learning. One child in the mark-making shed told inspectors, 'I love it in here – I love drawing.' These positive attitudes continue throughout the school. A behaviour system rewards modelled good behaviours. This motivates pupils. Pupils are polite and enthusiastic to talk about their school. They show consideration towards each other.

There is an established calendar of enrichment and theme weeks that prioritise the wider development of pupils. Pupils understand the importance of a healthy lifestyle and the benefits of exercise. Their experiences are enriched with educational visits and visitors to the school. Pupils do not accept any kind of unkindness or discrimination. They have a knowledge of key moments in history and influential figures, such as Rosa Parks. Pupils learn about different cultures and religions throughout the curriculum. However, they do not always understand the significance of what they have learned. For example, they know lamps are used to celebrate Diwali, but not what the light represents.

Staff feel well supported by leaders. Leaders focus on professional development and take workload into careful consideration. Governors have a strong knowledge of their statutory role and the school's priorities. This enables them to provide a high level of challenge and support. All leaders benefit from working with the trust to share good practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. There are effective systems for reporting safeguarding concerns. There is a culture of vigilance and they know what to do if they have concerns about a pupil's welfare.

Leaders prioritise the health and well-being of pupils. Where there is a concern, vulnerable pupils are well supported. Governors monitor and hold leaders to account for safeguarding procedures.

Through the curriculum and assemblies, pupils know how to stay safe and behave responsibly. They learn how to stay safe online, although are less confident about this. In addition, pupils assess their own mental well-being by talking about their moods and feelings.

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

### (Information for the school and appropriate authority)

- In a minority of subjects, leaders have not been explicit about the knowledge they want pupils to learn. As a result, pupils do not have a secure recall in those subjects. Leaders need to clearly identify the specific knowledge they want pupils to know.
- Although there are opportunities to learn about different cultures and religions in the curriculum, pupils do not remember their learning in a way that gives them a developed understanding. Leaders need to ensure that pupils have the knowledge that will allow them to understand and appreciate differences in the world.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	145261
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10242384
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Adele Haysom
<b>Headteacher</b>	Nick Webster
<b>Website</b>	<a href="http://www.backwellfederation.co.uk">www.backwellfederation.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy in February 2018. It is part of the Lighthouse Partnership Trust.
- The school is federated with Backwell Church of England School. The headteacher is the executive headteacher across the federation.
- The school uses no alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, other school staff, trustees, governors and the special educational needs and/or disabilities coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and art. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- The lead inspector looked at pupils' writing.
- The lead inspector met with the designated safeguarding leader, examined school records and discussed safeguarding cases. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the view of staff and pupils in Ofsted's online surveys.

### **Inspection team**

Rachel Hesketh, lead inspector

His Majesty's Inspector

Chris Hansen

Ofsted Inspector

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