



# Walter Infant School and Nursery

Inspection Report

**Unique Reference Number** 109869  
**LEA** Wokingham District Council  
**Inspection number** 278298  
**Inspection dates** 23 February 2006 to 24 February 2006  
**Reporting inspector** Keith Williams AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Murray Road
<b>School category</b>	Community		Wokingham
<b>Age range of pupils</b>	4 to 7		RG41 2TA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01189 780825
<b>Number on roll</b>	260	<b>Fax number</b>	01189 795580
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs W Hayward
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Ms V Mitura

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 23 February 2006 - 24 February 2006	<b>Inspection number</b> 278298
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Walter is a popular, oversubscribed infant school and nursery of average size. The large majority of pupils are of White British heritage. The proportion identified as having learning difficulties is lower than usually found, but an average proportion of pupils have a statement of special educational needs. A small number of pupils are eligible for free school meals. The attainment of pupils when they first join the school is broadly average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The school has a more modest view of its effectiveness but, given the standards attained by the pupils and the exceptional progress they make, it is clear that it gives excellent value for money. The large majority of parents are very supportive of the school, one reflecting the views of many when commenting on the 'excellent staff and fantastic range of opportunities' available to their children. The leadership, management and teaching are outstanding and, consequently, standards are well above average. Provision in the Foundation Stage is excellent and this contributes to the very brisk start made by the youngest children. The pupils benefit from a rich curriculum that has a very strong emphasis on creative and performing arts. Care, guidance and support are outstanding. The pupils' personal development is given a very high priority and they respond by having excellent attitudes and behaviour. A close check is kept on how they are progressing, particularly in literacy and numeracy, and test results and other assessments are evaluated carefully. Those pupils with learning difficulties receive excellent support so that they, too, achieve very well. The school has successfully maintained high standards in English, mathematics and science since the last inspection and has raised standards in information and communication technology (ICT). There is no complacency, however, and the leaders of this outstanding school have the capacity to secure even further improvement. For example, the school feels that more pupils could reach the higher levels in writing and plans to deal with this are already well in hand.

### What the school should do to improve further

\* Continue to challenge the more able writers to reach the higher levels.

## Achievement and standards

### Grade: 1

The pupils join the school with attainment that covers a range but, overall, it is average. The children get off to an excellent start in the Foundation Stage because of highly effective teaching, support and care. They achieve very well so that most reach, and a good proportion exceed, the goals expected of them by the end of reception. The pupils' very positive attitudes and the highly effective teaching ensure that they continue to make excellent progress in Years 1 and 2. Standards are well above average by the time they leave the school. This is reflected in the national assessments for seven year olds, which are consistently and significantly above average. A much larger than average proportion achieved the higher Level 3 in reading and mathematics in 2005. A lower proportion achieved Level 3 in writing. Whilst it was similar to that found in most schools, the school has rightly introduced strategies that are beginning to accelerate the progress made by the more capable writers. Reading is exceptionally well taught and the pupils benefit from support at home. As a result, the pupils' achievement is outstanding and standards are high. The school sets, and pupils meet, suitably challenging targets. Those with learning difficulties make excellent progress. At

the time of the last inspection, standards in ICT were not high enough. Most pupils now have skills that are above those expected of them and are achieving very well.

## **Personal development and well-being**

### **Grade: 1**

Most pupils are very enthusiastic about all aspects of school life. They particularly enjoy the wide range of artistic and musical activities. Trips and visitors to school enhance their social development. They understand the importance of caring for others and friendship. The pupils say they like school very much because, as one said, 'We make lots of friends'. Special lessons for small groups develop their social skills successfully. They show maturity when given responsibilities such as being 'playground pals'. The pupils' very positive attitudes are reflected in the excellent rates of attendance and outstanding relationships and behaviour and are supported by the very strong links with parents. The pupils' spiritual, moral, social and cultural development is excellent. They reflect thoughtfully in assemblies and develop a very good awareness of other cultures and faiths. Most pupils are well aware of healthy living and eating. They look forward to their daily exercise and 'brain gym' performed with the staff. Older pupils confirm that they feel safe and well cared for. They show a good moral and social awareness in their support for charities. The very good standards achieved in the basic skills of literacy and numeracy prepare them very well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is excellent across the school. This has a significant impact on the pupils' learning, the standards they reach, their academic progress and personal development. Highly effective teachers and support staff in the nursery and reception are vigilant to the needs of individual children. They make accurate assessments and provide clear targets that help them to move on rapidly. Across the school, teachers make it very clear what they expect the pupils to learn. The planning takes very good account of the pupils' differing capabilities. Those pupils who have difficulty learning are very well taught. A group of Year 1 pupils, for example, took great delight in working out the coins they needed to make up different amounts. The highly effective partnership between the teacher and the learning support assistants ensured that all pupils were fully involved and able to make rapid progress. The teachers plan interesting and exciting lessons that capture the pupils' attention. In Year 1, for example, the teacher took on the role of a reporter to inspire the pupils to pose interesting questions of high quality to 'Little Red Riding Hood'. Basic skills are very well taught. The teachers' increased knowledge and confidence in ICT means that the pupils now make very good progress. Imaginative use of the interactive whiteboards in a range of subjects contributes to their enjoyment.

## **Curriculum and other activities**

### **Grade: 1**

The school provides a broad and exceptionally rich range of experiences in and out of lessons. The children in the nursery and reception benefit from a stimulating and well resourced curriculum. Across the school, a very strong emphasis on literacy and numeracy contributes to the high standards and achievement. This is complemented by a highly effective commitment to the creative and performing arts. Every opportunity is found to increase the pupils' confidence in performing to an audience. Regular workshops, including those for pupils and parents held on Saturdays, promote the development of artistic expertise. As a result, much of the pupils' (and their parents') work on display is of a high quality. A wide range of visits and visitors enhance the curriculum. Teachers are very good at making links between subjects and themed weeks, such as the science week, help the pupils to study subjects in more depth. There are many opportunities for the pupils to use and develop their literacy, numeracy and ICT skills.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support for pupils is outstanding. Arrangements to promote good behaviour and regular attendance are very effective and pupils and parents understand what is expected of them. All staff are fully committed to the pupils' welfare and are consistently kind and fair. There are very good procedures to ensure the safety and protection of pupils. Those pupils with learning difficulties make outstanding progress because of the high quality of support provided for them. They are fully included in all aspects of school life. The procedures to record and monitor individual progress are outstanding. This enables teachers to plan challenging work for pupils of all abilities, enabling them to achieve high standards. Arrangements for children joining the Nursery are excellent. This provides a strong foundation for building a constructive partnership with parents, one parent commenting on the 'easy' transition between home and school. The move into the Junior School is managed well and pupils settle quickly.

## **Leadership and management**

### **Grade: 1**

The leadership team and governors are highly effective. The headteacher and senior staff have a clear sense of direction and purpose that guides the school forward. Rigorous and accurate self-evaluation, including surveys of pupils' and parents' views, is used effectively to monitor and measure the school's performance and to identify future priorities. This provides a clear picture of how well the pupils are performing and which priorities need to be addressed most. This is having a positive impact, for example, on writing standards and on sustaining high standards in reading, mathematics and other subjects. Outstanding leadership and management in the Foundation Stage contribute to the excellent start made by the youngest children. Across the school,

the provision for those pupils with learning difficulties is similarly well led and ensures that they, too, make very brisk progress. Learning support assistants are very well deployed and high quality resources are used so that these pupils are fully included in what the school offers. Governance has improved considerably since the last inspection. Governors are now very involved in the work of the school and are able to ensure that staff and resources are well deployed to ensure value for money. The headteacher and staff have forged very good links with parents, other schools and the community. There has been significant progress since the last inspection and the school's track record in maintaining high standards shows that it has excellent capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, your school was recently inspected. I am writing to thank you for the very friendly way you welcomed us into school and to tell you about our findings.

Many of you told us how much you enjoy school and feel that you are getting on well. We agree with you. Your school is excellent and there are many things happening in your school that are better than we usually find. Your headteacher and teachers make your school a happy and safe place to learn and we were delighted to see that you are doing so very well. This is because you try hard with your work, listen carefully to your teachers and are keen to learn. Another reason is that your teachers keep a close eye on how you are doing and give extra help to those who need it. You are doing particularly well in reading and this is helped by the work you do at home with your parents. We were very impressed with your artwork, too. Your behaviour is excellent, which means that everyone is able to get on with their work. You get on very well together at playtimes and many of you told us how much you enjoy the games you play. Well done to those of you who help as 'playground pals.'

Like you, most of your parents are very proud of your school and are pleased with what the school does to help you. We were very pleased to see that your work with computers has improved so much. Your teachers are now concentrating on helping you to improve your writing and we know you will do your best to help them. Thank you very much for your help. We enjoyed talking to you. We are sure that you will carry on working hard and doing well and we wish you good luck for the future.