



Westfield Infant School

Inspection Report

Unique Reference Number 112674
LEA DERBYSHIRE LEA
Inspection number 278987
Inspection dates 15 June 2006 to 16 June 2006
Reporting inspector Ms. Joanne Harvey AI

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

Type of school	Infant	School address	Vincent Crescent
School category	Community		S40 3NW
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01246 566124
Number on roll	202	Fax number	
Appropriate authority	The governing body	Chair of governors	Mr. Kevin Barton
Date of previous inspection	6 November 2000	Headteacher	Mrs. Paula Kingdon

Age group 4 to 7	Inspection dates 15 June 2006 - 16 June 2006	Inspection number 278987
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a popular school of smaller than average size. A lower than average number of pupils are entitled to claim free school meals. A lower number have learning difficulties and disabilities than in most schools and a similar number to the national average have a statement of special educational need. Most pupils are White British and English is their first language. The school has a Health Promoting School Award, Basic Skills Award, Eco Green Flag, ICT Mark and is an Investor in People.

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 a highly effective school. The needs of the children are at the forefront of all its work. The school knows it is very good, but in some respects underestimates just how outstanding it is. It was considered to be a very good school at the time of the last inspection, and it has continued to flourish and develop since then. The facilities it provides and the quality of the provision are outstanding. The parents and pupils are almost unanimous in their praise for the school, and it provides excellent value for money. The provision for children in Reception is very good overall. It ensures that they settle quickly and confidently into school routines and reach high standards for their age. By the time pupils leave at the end of Year 2, they reach very high standards in reading, writing and mathematics. They make excellent progress in their learning and their personal development because of the high quality teaching they receive from teachers and teaching assistants. The school's use of assessment to support learning is an outstanding feature of this school. The school recognises that further improvements could be made to the use of information and communication technology (ICT) to support learning across the curriculum. Leadership and management are outstanding. The school has created an atmosphere where everyone feels exceptionally well cared for and valued. Pupils, staff and parents feel that they are listened to and their opinions acted upon. They greatly value the wonderful opportunities children are offered which add considerable enrichment to the already good curriculum. The school is very well placed to continue to improve and develop.

What the school should do to improve further

- Further develop the use of ICT in order to support pupils' learning across the curriculum more effectively.

Achievement and standards

Grade: 1

On average children enter the Reception class with above average levels of knowledge, skills and understanding for their age. By the age of seven, pupils reach extremely high standards in reading, writing and mathematics. The standards they achieve are better than those found in most schools nationally. This has been a constant picture for the last six years. Through outstanding teaching, meticulous use of assessment and the excellent care, personal and academic guidance they give to the children, staff are able to ensure pupils build on their skills well and make very good progress in their time at the school. Pupils enjoy their lessons, work hard and respond magnificently to the challenging targets the teachers set for them. All groups of pupils make similar progress. This includes those who have learning difficulties and disabilities, who make very good progress because of the consistent structures, systems and methods that are used to support them.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They are happy, feel very secure and have very positive attitudes to their learning. A significant contributory factor in this is their knowledge that they are valued and cared for as individuals. The staff have high expectations of them, shown by the many opportunities they give them to take responsibility. One such example is the magnificent award winning Eco group. This environmental activity is an integral part of the daily life of the school, developing the wider learning skills of pupils that they will need in adult life and adding to their enjoyment of learning. Such skills, together with the high academic standards achieved, ensure pupils are very well placed for the next stage of their education. Pupils behave extremely well in lessons and at play, respecting each other and showing kindness and fairness to other pupils. Rules are clear and well observed by pupils who show very good social and moral development. Spiritual and cultural development are particularly strong, with carefully thought out activities which help pupils to understand the way others live and their beliefs. Attendance is currently only the same as that found in most schools. It is no better because of the number of parents who take their children on holiday in term time. However, the school is working hard to address this and improvements are starting to be seen. Pupils have an exceptionally good understanding of healthy lifestyles and are very safety conscious.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall. As a result, pupils make excellent progress so that they attain high standards. Teachers' planning is very detailed. It shows what they expect pupils to learn and the methods to be used to achieve this. Crucially, it takes into account the different learning needs of pupils so that they can all achieve their potential. Teachers are knowledgeable so that their teaching is very clear and pupils understand what they are meant to be learning. Teachers understand how children learn and, in most lessons seen activities were exciting, varied and encouraged pupils to concentrate. The regular use of 'talking friends' reinforces their learning well. Pupils enjoy the opportunities that topic work and computers offer them to learn independently. The use of electronic whiteboards as teaching aids is improving, and the school is aiming for even more effectiveness in this. Behaviour in lessons is extremely good because teachers have very high expectations and there are well established routines which foster a sense of security. Teachers assess pupils work very regularly and make sure pupils understand their targets. Pupils thoroughly enjoy assessing each other's work because it helps them to be critical friends and gives them new ideas of how to improve their own work. Pupils like having targets to aim for and take the advice teachers give them so that they can improve.

Curriculum and other activities

Grade: 2

The curriculum is good throughout the school and supports the learning of all pupils well. It is thoughtfully planned so that the two yearly cycle of topics builds on and advances the earlier skills and experiences of pupils. They enjoy topic work because it is taught imaginatively and focuses them on becoming more self-sufficient in their learning. The school is aware that links between subjects are not yet made often enough and is working to develop this. Provision for ICT has improved since the last inspection and has led to good progress in pupils' computer based skills. The school knows that it now needs to develop this provision further so that it can better support pupils' learning across other areas of the curriculum. The good two-way links with a local secondary school have increased the quality and range of activities available in physical education (PE). A relevant programme of visits and visitors brings learning alive for pupils. They are thrilled by the wide and unusual range of lunchtime and after-school clubs which help them to discover their talents and develop wide ranging skills for later life.

Care, guidance and support

Grade: 1

The school provides an outstanding level of care, guidance and support for its pupils. There are well considered strategies, such as 'circle time', to deal with any problems they may have. This includes discussion of the very few cases of bullying. The school works productively with outside agencies to support those at risk and all arrangements to ensure pupils' health and safety are in place, including those for child protection. Staff provide pupils with an extremely supportive climate for learning. They have an effective system for monitoring pupils' academic progress so that all pupils know their targets. The imaginative and detailed guidance given to pupils in most classes by the 'two stars and a wish' system of marking is especially helpful in motivating pupils and helping them to improve their work. Those with learning needs and other difficulties are identified quickly and given very good individual support by some very able teaching assistants so that they flourish. Systems are in place to identify and support pupils who are gifted and talented. Parents are highly supportive of the work of the school, particularly its high levels of guidance and care which include detailed and sensitive preparation for junior school.

Leadership and management

Grade: 1

Leadership and management are outstanding at all levels of the school. The head's vision for the school is that of a high quality education provided by high quality staff in an atmosphere where everyone feels valued, cared for and respected. This vision is being realised. One of the main strengths of the school lies in how closely and effectively all adults work as a team to implement the very effective systems that have been created and the consistency of their approach. All adults have very high

expectations for children and for each other. People know what to do, how to do it and provide great role models for how to do it effectively. Performance management and professional development reinforce the improvement planning process which in turn builds on the excellent monitoring and self-evaluation systems. Senior staff know where teaching is exemplary and where it is less strong and target their support appropriately. The head and the governors have appointed some exceptionally able staff. Everyone focuses on developing and extending the pupils, whatever their needs and abilities. Pupils are very happy and confident and as a result thrive on the challenges their teachers give them, whatever their ability. The views of parents and other partners in the school's work are valued and they are considered well in decisions. Governors have a full and clear understanding of the school and its development. Funds are astutely managed and many improvements have been made to the building and resources as a result. The school has quite rightly planned further investments to support teaching and learning in ICT. The leadership of the school has ably demonstrated its capacity to improve further and continue to offer a high quality education to its pupils.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	1	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	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

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

We were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school. You go to an outstanding school where all the adults work hard to do everything they can to help you do your best in everything and be the best that you can be. They take very good care of you and make sure your lessons are exciting and fun. You have lots to do outside lessons, which makes playtimes and lunchtimes happy times of the day. It was lovely to see you all behaving so well, getting on so well together and working really hard. You all make very good progress and, when you get to the end of Year 2, you reach standards which are much better than those of most pupils at other schools. The school is going to make sure that you get lots of opportunities to use information and communication technology (ICT) in your other subjects because the school is determined that you will do even better! We would like to wish you the very best for the future.