



# Lowe's Wong Infant School

## Inspection Report

**Unique Reference Number** 122676  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281323  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Mr. John Foster AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Queen Street
<b>School category</b>	Community		NG25 0AA
<b>Age range of pupils</b>	3 to 7		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636 812207
<b>Number on roll</b>	224	<b>Fax number</b>	01636 812207
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Roger Merryweather
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mrs. Vanessa Platt

<b>Age group</b> 3 to 7	<b>Inspection dates</b> 12 July 2006 - 13 July 2006	<b>Inspection number</b> 281323
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average sized school which serves the town of Southwell. Almost all pupils are of White British heritage with English as their first language. Pupils come from a diversity of backgrounds. The number eligible for free school meals is below average. The percentage of pupils with learning difficulties is below average. When they start school pupils' attainment is above average. Few pupils join or leave the school at other than normal times of the year.

## **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 headteacher's inspirational leadership, the dedication of all staff to deliver high quality teaching and the excellent governance all help the pupils to achieve outstandingly well and consistently attain very high standards. The school's self-evaluation is accurate in assessing the levels of its provision. The school provides outstanding value for money. The excellent ways in which the school works to ensure the highest quality of education for its pupils means that they make outstanding progress and reach standards which, year-by-year, are well above the national average by Year 2. The teaching in the Foundation Stage is outstanding. Children get an excellent start to their schooling and develop very positive attitudes to their work. Many children exceed the learning goals expected within the Foundation Stage and standards are significantly above average. The school is developing the Foundation Stage unit so Nursery and Reception children are taught together even more effectively. Planning for this unit is not fully established yet but will be developed so that it extends the learning of all groups of children effectively. This high level of teaching continues throughout Key Stage 1, so that by the time they leave the school, almost all attain above average standards with many attaining even higher levels. Pupils are cared for exceptionally well. The school has high expectations of behaviour and the pupils react positively to these expectations. The school plans very carefully to ensure that it develops in the most efficient way. Governors are totally committed to maintaining and improving the current provision. They monitor the school's performance very effectively and are fully involved in strategic planning to support the school's aims. Since the previous inspection the school has been successful in addressing the issues identified and is very well placed to maintain the high standards and quality of education it currently provides.

### **What the school should do to improve further**

- Develop the planning throughout the Foundation Stage unit so that children of all abilities are fully challenged.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding and standards are consistently well above average. When children start in the Nursery, their attainment is above the expected levels in all areas of their learning. Throughout the school they make outstanding progress so that by the end of Year 2 they attain very high standards in reading, writing and mathematics. The major reason for this high level of achievement is the outstanding teaching throughout the school. Whilst attainment in the current Year 2 is slightly lower than in previous years, the school's data indicate very strongly that this group of pupils has, nevertheless, achieved particularly well in relation to their previous learning and attainment is well above average. Data indicate that pupils' attainment in reading, writing and mathematics has been significantly above the national average during

each of the past five years. The school sets, and pupils meet, challenging targets. Pupils with learning difficulties and disabilities, and the more able pupils, make similarly high levels of progress to other pupils.

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

### **Grade: 1**

Pupils' personal development is outstanding. They enjoy coming to school, are enthusiastic about their learning and achieve very well. Behaviour in lessons and around the school is very good. The rare incidents of misbehaviour are dealt with firmly and fairly. Pupils feel safe and secure. They know that they can share their feelings with their teachers and other adults and they have many opportunities to express their points of view. For example, the school council has been involved in developing the 'toy zone' area on the playground. The excellent support provided by the staff ensures that all pupils feel valued and included. Attendance is above average. The school celebrates the good things pupils do, thus raising their self-esteem. Assemblies and lessons in personal, social and health education contribute well to pupils' excellent spiritual, moral, social, and cultural development. Pupils develop a very good range of basic and personal skills to ensure their future social and economic well-being. They gain a good understanding of the importance of helping others by raising funds for charities at home and abroad. The school promotes healthy lifestyles and care of the environment very well and the weekly visit of professional coaches promote participation in sporting activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. The pace of learning is brisk, expectations are high and the rate of progress is excellent. A key feature is the very good planning of lessons which takes account of the wide range of pupils' abilities. Discussions and questions probe pupils' understanding very well. Their vocabulary is enhanced and teachers give pupils confidence to use and improve their thinking and speaking skills. The outstanding planning for mixed age classes ensures that all pupils are given a high level of challenge. Teaching assistants are highly trained, work in close partnership with teachers and make a very valuable contribution to the outstanding progress pupils make. Where they lead class lessons in the Foundation Stage, for example, their teaching is exemplary. The school is always looking to make learning even more effective. Assessment procedures are thorough and are used very well to plan the next stages in pupils' learning. Teachers encourage pupils to evaluate their own work and their effective marking shows pupils how they can make their work even better. Parents take a keen interest in the school's work and make a very valuable contribution to their children's learning.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is meticulously planned so that pupils enjoy their learning and make outstanding progress in a rich and stimulating environment. For example, the courtyard is particularly well resourced and ensures that children in the Foundation Stage get off to a very good start. However, planning for the new Foundation Stage unit is not in place yet and will be developed to challenge all groups of children more effectively. The curriculum is adapted very well to meet the needs of all pupils, including those with learning difficulties, disabilities and the more able. Links in learning are promoted very well. For example, the use of information and communication technology, the outdoor area and educational visits, such as trips to a marine centre, introduce new topics in exciting ways. Visiting art and music specialists inspire the pupils to produce high quality work and ensure that they are fully challenged. The excellent range of enrichment activities beyond normal lesson times enhances pupils' learning and enjoyment very well. The very good programme of personal, social and health education helps them learn how to stay safe and healthy and to care for others.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support given to children are outstanding. The school's principal aim, 'Learning happily together' is exemplified in all it does. All staff ensure that children learn in a very positive environment. Teachers and support staff, with the help of outside agencies, work together very well to ensure that pupils with learning difficulties and disabilities receive appropriate support. Arrangements for promoting pupils' safety and welfare are exemplary. Child protection arrangements are established and all staff are aware of the school's procedures. Pupils talk confidently to their teachers about any problems, knowing that they will be dealt with effectively. The very good systems for monitoring children's progress means that teachers identify quickly pupils in need of additional support. Parents are promptly notified if there are any issues or concerns. An overwhelming number of parents say that they are impressed by the high level of care and the quality of education that their children receive. Pupils are very well prepared for their next school.

## **Leadership and management**

### **Grade: 1**

The quality of leadership and management is outstanding. The headteacher is an inspirational leader and the senior managers and subject coordinators all perform their duties exceptionally well. The staff work together effectively to ensure that the children in their care receive the best possible start to their education. Procedures for evaluating the school's performance are well established and the school improvement plan reflects the school's needs well. All staff and governors are involved in strategic planning and parents' views are sought and taken into consideration when formulating the school

improvement plan. The school's self-evaluation is extremely accurate in reflecting its provision. Inspection findings support all of the school's judgements except that, whilst the school judges pupils' personal development as good, it is outstanding. Governance is outstanding. The governing body is led very well by the chair, and governors are fully aware of the many strengths of the school. However, they recognise that the school needs to maintain the high quality of education it offers its pupils and ensures that this is done through very efficient monitoring of the school's performance and by developing provision in the Foundation Stage unit. Since the previous inspection the school has successfully addressed the issues identified in that report. Because of the outstanding leadership and management, the school is extremely well placed to maintain the current high quality provision.

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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, Mrs Yates and I came into your school this week to see how well you are doing. This letter is to thank you for the welcome you gave us, for helping us in our work and to let you know what we found out about your school. You are very lucky to go to such a good school. Mrs Platt, the teachers, the other staff and the governors all work very hard to give you the best education that they can. Their teaching is outstanding and this results in you making excellent progress in your learning and enables you to reach much better standards in your work than children do in most other schools. You told us that you enjoy coming to school, you feel safe there and that the adults care for you very well. We noticed that most of you behaved exceptionally well in lessons and in the playground. The staff arrange many visits for you and also make sure that you have many opportunities to take part in activities after school and at dinnertime. We have asked Mrs Platt, the staff and governors to ensure that they develop the planning for the youngest children so that they learn as much as they can. With best wishes to you all.