



Wescott Infant School

Inspection Report

Unique Reference Number 109837
Local Authority Wokingham District Council
Inspection number 288507
Inspection date 5 December 2006
Reporting inspector Kekshan Salaria HMI

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

Type of school	Infant	School address	Goodchild Road
School category	Community		Wokingham
Age range of pupils	4-7		RG40 2EN
Gender of pupils	Mixed	Telephone number	01189 786313
Number on roll (school)	123	Fax number	01189 770280
Appropriate authority	The governing body	Chair	Mr R W Wyatt
		Headteacher	Mrs J Bruce
Date of previous school inspection	15 April 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Wescott Infants is a smaller than average school situated in an area of comparative advantage, with the majority of learners coming from high social class households. Pupils enter the school on a part time morning placement. The number of pupils entitled to free school meals is low and relatively few pupils come from homes where English is an additional language. The percentage of pupils identified as having learning difficulties or disabilities (LDD) is well below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wescott Infant School evaluates its performance as good, and it is right to do so. It is an effective and inclusive school, which has identified accurately the further improvements it can make. The headteacher, staff, governors and parents work together successfully to create a warm and welcoming atmosphere where pupils of all abilities enjoy their education and achieve well.

The quality of teaching and learning is good. Most lessons are lively and engage the pupils' interest. The most successful teaching actively engages pupils, promotes their independence and helps them to apply their knowledge and skills to new work. However, this does not happen consistently across the school. Most teachers set high quality tasks to match the needs and abilities of pupils, including those with learning difficulties and disabilities. However, teaching does not fully meet the needs of the more able pupils.

Achievement and standards are good overall. The majority of pupils arrive at the school with standards above those expected for their age. Good provision in the Reception year means they achieve or exceed the early learning goals by the end of the Foundation Stage. This good progress continues throughout the school so that pupils leave Year 2 with standards that are above, and sometimes well above, the expected average. This prepares them well for the next phase of their education. Nonetheless, the weaknesses in teaching mean that some of the more able pupils do not make as much progress as they should.

Pupils' personal development is outstanding. Pupils enjoy positive relationships with adults, which enables them to feel secure, raises their self-esteem and boosts their learning. As a result, they are very confident and articulate. They are attentive in lessons and very keen to learn. They know what is right and wrong and have a strong sense of fair play. Pupils thoroughly enjoy school and the curriculum on offer. This is reflected in their consistently good attendance. The curriculum provides many opportunities for pupils to enjoy exercise and continually promotes healthy lifestyles.

A positive atmosphere pervades the whole school and parents appreciate and value the way the school nurtures pupils and enables them to make good progress. This is reflected in a parent's comment that their child is 'happy, progressing and growing in confidence day by day'. The school has an accurate and consistent approach to assessment. Pupils' progress is regularly and systematically monitored and action is taken to tackle any underachievement. Pupils know how well they are doing because teachers mark their work regularly and give them useful advice about how to improve.

The headteacher provides very good leadership; her open management style has cultivated the teamwork, which is a strength of the school. The school has highly effective monitoring and evaluation processes, which provide it with a detailed and comprehensive picture of the full range of its provision and standards. The school uses this information effectively; consequently it has made good improvement since the last inspection. The school provides good value for money and has good capacity to continue to improve further.

What the school should do to improve further

- Provide greater challenge for the more able pupils so that they make good progress in line with their capability.
- Promote opportunities which actively involve pupils in their learning and develop their independence.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average. In the Foundation Stage; pupils make good progress in all areas of learning and some are on target to exceed national expectations before the end of the Reception year. Their communication and language skills are particularly advanced. Good progress from Year 1 to Year 2 is confirmed by above average national test results in Year 2. Pupils with learning difficulties and disabilities also make good progress. However, some of the more able pupils do not achieve as well as they could and this is reflected in the lower numbers of pupils achieving the higher Level 3 in the national tests at the end of Year 2.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Their spiritual, moral, social and cultural development is excellent. Their behaviour is impeccable throughout the school. They have very positive attitudes to learning and show consideration for themselves and others. They confidently make good choices about living a healthy and active life. They make an important contribution to school life through the school council, for example, by making decisions about the layout of the new playground equipment. Pupils know how to keep themselves safe from harm and are happy to turn to adults for help. They have a good understanding of the wider world. Their good basic skills in literacy and numeracy equip them very well for their future learning, though they have limited opportunities to develop independence in some lessons.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Lessons proceed at a good pace and teachers use questions skilfully to check pupils' understanding. Many teachers make good use of interactive whiteboards to demonstrate and teach concepts and this motivates pupils. Pupils' views are sought in interviews about their learning styles and they are involved in reviewing their progress in their end of year reports. However, teaching does not fully meet the needs of the more able pupils.

Curriculum and other activities

Grade: 2

The curriculum is broad and stimulating, with a positive emphasis on creativity. Links have been developed effectively between subjects to enhance pupils' learning and understanding. This helps pupils to see the relevance of what they are studying and provides them with further opportunities to improve their basic skills. Provision for information and communication technology has improved notably since the last inspection. The school has good links with other organisations and other schools which help to enhance the pupils' experiences. Regular use of well chosen visits and visitors broadens pupils' learning experiences. The main weakness in the curriculum lies in the weak planning for the more able pupils. The curriculum makes a good contribution to pupils' personal development through the well-established and fully subscribed sports clubs. In addition, the school has supported families who wish to cycle to school by ensuring a storage area is available for equipment. A wide range of other extra-curricular activities supports learning. Significant improvements have been made to the accommodation, creating more spaces and a pleasant, stimulating learning environment.

Care, guidance and support

Grade: 2

The care, guidance and support provided are good. Parents and pupils wholeheartedly agree that this is a happy and caring school. Child protection and safeguarding procedures are up to date and meet required standards. The school has good links in the community and with external agencies, including a strong partnership with the neighbouring junior school. This enables the smooth transition of pupils into Year 3. This effective link is further exploited to support pupils with LDD. Assessment is used well to check pupils' progress and to identify quickly where further support is required. It is used to set challenging group targets, which are shared with pupils, although further work is required to challenge the more able pupils.

Leadership and management

Grade: 2

Leadership and management are good. The senior leadership team is effective and has gained the confidence and respect of the staff, parents, governors and pupils. The school has a clear sense of direction and all staff are focused on raising standards.

The school has thorough and effective systems with which it keeps its work under review. These include gathering the views of all members of the school community. As a result, it has an accurate view of the impact of its work. The leadership team have undertaken a thorough analysis of the achievement of all pupils and as a result put into place very effective early intervention programmes targeted at identified underperforming pupils. The impact of this work has had a very positive impact on the achievement of pupils with LDD. The same strategic intervention however does

not apply to higher attaining pupils where achievement has declined over the last two years.

The work of the governing body is well established. Governors fulfil their duties well and have a clear understanding of the school's strengths and areas for development. They are not complacent about the school's well-deserved reputation in the community and work hard to support it.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the thoughtful ways you made me feel so welcome when I came to visit your school. I enjoyed talking to you about your school and your work. Everyone was very friendly and made it easy for me to do my job.

I am writing this letter to tell you what I found out about your school. These are the things I liked about your school:

- you are well behaved in lessons, which means that the school is a safe and happy place
- many of you enjoy coming to school and participating in the activities which the school offers
- you take care to make sure that you help and support each other
- you make healthy choices about food and exercise
- your headteacher does a very good job and is very well supported by the staff and governors.

I have asked your school to improve a few things to make it even better. I have asked your teachers to give some of you more challenging work and for all of you to be more involved in practical work with opportunities for you to carry out investigations.

I hope that you carry on enjoying school, work hard and do well in the future.

Kekshan Salaria Her Majesty's Inspector