



Westwood Infant Nursery School

Inspection Report

Unique Reference Number 122581
Local Authority NOTTINGHAMSHIRE
Inspection number 292443
Inspection dates 12–13 February 2007
Reporting inspector Alison Cogher

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

Type of school	Infant	School address	Palmerston Street
School category	Community		Westwood
Age range of pupils	3–7		Nottinghamshire NG16 5JA
Gender of pupils	Mixed	Telephone number	01773 783899
Number on roll (school)	67	Fax number	01773 607624
Appropriate authority	The governing body	Chair	Mrs Jayne Allton
		Headteacher	Mr Paul Northridge
Date of previous school inspection	23 September 2002		

Age group 3–7	Inspection dates 12–13 February 2007	Inspection number 292443
-------------------------	--	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small infant and nursery school. All but a very few pupils are of White British descent and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is average and no pupils have a statement of special educational need. Pupils come from backgrounds that are neither particularly advantaged nor disadvantaged. A below-average proportion of pupils are entitled to free school meals. The school provides full day care and out-of-school care on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school where pupils make good progress and achieve well. Good improvement has been secured since the last inspection and the school gives good value for money. Effective leadership by the headteacher, together with the support and hard work of a committed staff team and governors, means the school knows itself well, although it is modest about the quality of its provision for care, guidance and support. Effective teamwork and a willingness to change to make things even better for pupils clearly demonstrate the school's good capacity for further improvement. Areas for improvement are acted on quickly and agreed changes are implemented consistently. However, it is not always clear exactly how some of these changes are expected to impact on pupils' achievements. The school has the overwhelming support of parents who feel they are valued as partners by the school.

At the heart of the school's success is the outstanding care, guidance and support provided for pupils. This ensures that pupils thoroughly enjoy coming to school, develop very positive attitudes towards learning and are well prepared for the next stage in their education. They feel very well supported in all that they do and develop into confident individuals who achieve well personally and academically. In the Foundation Stage Unit pupils' personal, social and emotional skills develop very well and they demonstrate good levels of independence. Pupils continue to make good progress in their personal development in Years 1 and 2 although at times they are too dependent on adults and the development of their independent learning skills is affected. Adults succeed in creating an environment in which positive, productive relationships are the norm. As a result, pupils behave well, take pleasure in each other's company and work and play together constructively. Pupils know how to keep themselves safe and they make healthy lifestyle choices. They feel valued and welcome the good opportunities they have to be involved in activities that support them and the wider community.

Good teaching and a well-organised curriculum that motivates pupils to learn ensure that pupils make good progress throughout the school and achieve well in relation to their own individual abilities. Standards vary considerably from year to year because of the range of abilities in the small numbers of pupils involved. However, from a starting point that is broadly typical for their age when they start in the Foundation Stage Unit most pupils reach standards that are above average by the time they leave at the end of Year 2. Pupils make less progress in writing in the Foundation Stage Unit than they do in reading and mathematics. Although opportunities to develop early writing skills are provided, they typically lack the excitement of other activities.

What the school should do to improve further

- Provide children in the Foundation Stage Unit with more stimulating opportunities to develop their early writing skills.
- Provide more opportunities for pupils in Years 1 and 2 to work without adult support to enable them to develop their independent learning skills.
- Ensure that aspects of the school's work identified for improvement are clearly described in terms of what will get better for pupils.

Achievement and standards

Grade: 2

Pupils of all abilities including those with learning difficulties and/or disabilities achieve well and make good progress throughout the school. They start in the Foundation Stage Unit with standards that are broadly typical for their age. However, standards do vary considerably from year to year and reflect the overall abilities of the small numbers of pupils admitted. Pupils are confident and keen to learn and they make good progress overall in all areas of learning of the Foundation Stage curriculum. They make better progress in reading than in writing and very good progress in their personal, social and emotional development. Almost all pupils achieve or exceed the expected goals by the end of their reception year. Pupils continue to make good progress in Years 1 and 2 to achieve the challenging targets they are set. Standards at the end of Year 2 again reflect the overall abilities of the small numbers of pupils involved but are generally above average in reading, writing and mathematics.

Personal development and well-being

Grade: 2

Adults act as very good role models and support the development of pupils' good personal and social skills very well. Pupils' spiritual, moral, social and cultural development is good and is reflected in their behaviour and the positive attitudes they have towards each other and their work. Pupils are confident and enthusiastic about their learning and show outstanding levels of enjoyment in all they do at school. Attendance is satisfactory. Pupils say they feel safe, secure and cared for. They know their efforts are valued and so work hard to do their best and achieve their targets. Pupils show good levels of independence by the end of their Reception year. The high level of support pupils receive from adults in Years 1 and 2 helps them to achieve well, although they are, at times, over-reliant on adults and are reluctant to make choices and decisions for themselves. Pupils understand how to keep themselves safe and how to live a healthy lifestyle. They make healthy food choices and thoroughly enjoy being active in their well-equipped playground. Pupils develop positive relationships with adults and with each other and contribute well to their school and the wider community. Their confidence as individuals and the good standards they reach prepare them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching throughout the school is good. Teachers make appropriate use of assessment information to set targets for pupils and to plan lessons. Teachers ensure that pupils understand their targets and are clear about what they need to do next to improve their work. Teaching assistants work effectively with teachers, activities are varied,

and good use is made of resources to motivate pupils. These positive features of teaching ensure pupils of different abilities are appropriately challenged and supported so that they make good progress in lessons and build successfully on previous learning. Pupils benefit from the generous level of support they receive from adults. Whilst this helps their learning overall, pupils in Years 1 and 2 are at times too reliant on adults and this inhibits the development of their independent learning skills.

Curriculum and other activities

Grade: 2

The curriculum is good and is enhanced by a wide range of additional activities that pupils find interesting and that extend and support their learning. Trips to places like the Snowdome, where learning about winter provides pupils with real and meaningful experiences, bring their learning to life. Other activities, such as swimming, playing golf, and cooking, promote pupils' understanding and enjoyment of healthy lifestyles. Pupils have many chances to learn and practise new skills and throughout the school effective links are made between subjects to ensure pupils' learning has relevance. However, opportunities provided for pupils to develop and practise their early writing skills in the Foundation Stage Unit are limited and lack the excitement and stimulation provided by most other activities.

Care, guidance and support

Grade: 1

Pupils feel safe and supported because procedures for child protection and safeguarding pupils' welfare are very good and are implemented consistently. Staff know pupils extremely well and work very hard to ensure their personal and learning needs are met. Procedures to track pupils' progress are exceptional and teachers use this information well to guide their teaching and to provide pupils with clear guidance as to how to improve their work. Pupils' efforts and achievements are celebrated and as a result, their levels of confidence and self-esteem are high. Parental involvement is extremely strong and complements the work of the school in support of pupils' social, emotional and academic development. Links with outside agencies are very productive and ensure that pupils with learning difficulties and/or disabilities receive the good quality support they need to achieve as well as other pupils.

Leadership and management

Grade: 2

Leadership and management are effective at all levels. Teamwork is a strong feature and the headteacher and all staff are strongly committed to ensuring that the school provides pupils with the opportunities they need to achieve as well as they can. Staff are self-critical and willing to learn from one another and to improve their practice through professional development. Systems for monitoring the quality of the school's work are thorough and aspects identified for improvement are acted on quickly and consistently. However, within the school's plan for improvement, it is not always

absolutely clear how the changes being made are expected to make things better for pupils and this makes it difficult for leaders and managers to check the school's rate of progress towards its targets. Governors are very supportive of the school and are well informed and knowledgeable. They undertake their role as critical friends well and take an active role in monitoring the quality of the school's work. Parents' and pupils' views and ideas are very important to the school and are actively sought and responded to.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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?	1
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
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?	1

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

13 February 2007

Dear Children

Westwood Infant Nursery School, Palmerston Street, Westwood, Nottinghamshire, NG16 5JA

Thank you very much for being so friendly and helpful when I visited your school. I really enjoyed talking to you during your lessons and at lunchtime. I think you behave and learn well and work hard. You like your lessons and all the other things the teachers plan for you to do, especially the school trips. You and your parents think you go to a good school and I agree with you.

Your headteacher and all the staff and governors care about you very much. They look after you extremely well and work hard to help you to do as well as you can and to enjoy your time at school. They have a plan to improve your school and I have asked them to make sure they are very clear about how things will be better for you before they make changes. All the adults want you to feel happy and safe at school. I was very pleased when you told me you felt confident and cared for and that you enjoyed being at school.

Your teachers keep a very close check on how well you are doing. They make sure your lessons are interesting and that you understand how to make your work better. They give you lots of help, which is good, but sometimes in Years 1 and 2 they help you when you could do things for yourselves. So, I have asked your teachers to give you opportunities to make your own choices and decisions about your work so you can learn by yourselves. I have also asked the grown ups in the Foundation Stage Unit to provide more exciting activities that will help the youngest of you to learn to write.

Thank you for helping me with the inspection of your school. Keep working hard and enjoy your time at Westwood Infant Nursery School.

Alison Cogher

Lead Inspector