



# West Bridgford Infant School

## Inspection Report

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**Unique Reference Number** 122598  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292455  
**Inspection dates** 9–10 October 2006  
**Reporting inspector** Sheelagh Barnes

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

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<b>Type of school</b>	Infant	<b>School address</b>	George Road
<b>School category</b>	Community		West Bridgford, West Bridgford
<b>Age range of pupils</b>	4–7		Nottingham, Nottinghamshire NG2 7PX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 974 7885
<b>Number on roll (school)</b>	187	<b>Fax number</b>	0115 974 7939
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Charles Tyrie
		<b>Headteacher</b>	Ms Pam Lewis
<b>Date of previous school inspection</b>	21 May 2001		

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<b>Age group</b> 4–7	<b>Inspection dates</b> 9–10 October 2006	<b>Inspection number</b> 292455
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

West Bridgford Infants School is an average sized school for pupils aged from four to seven years. Pupils come from the local area around the school and a few come from further afield. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs is average. The headteacher has been in post only since the start of the autumn term, but was previously the deputy head. Children come from a range of over a dozen pre-school establishments. Standards on entry are average overall.

## 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 a good school giving good value for money. Its success is underpinned by effective leadership and management. The new headteacher has already demonstrated her clear-sighted determination to raise standards still further in the formulation of a good interim development plan. There has been a recent review of the whole curriculum, which is now good. The school has also introduced challenging individual targets for pupils, which it plans to extend to termly targets, for numeracy and literacy. Parents are very pleased with the changes so far and in their letters, for example, many note that the new head is 'Keen to communicate, discuss and act on our concerns.' She is 'extremely visible and approachable.' Parents also approve of the new arrangements which enable them to see their children's class teacher more easily. Pupils' progress and achievement are good. Pupils from all groups achieve well in reading and in science. They attain standards which are above average. Currently pupils are achieving well in mathematics, due in part to the newly adopted scheme of work. In writing, standards are average and pupils' achievements are satisfactory. The school has worked hard to implement effectively all of the recommendations made by the previous report, including increasing the range and scope of pupils' writing. However, pupils' basic writing skills, such as spelling and punctuation, are not as strong as they should be and pupils still do not always have a clear understanding of what they need to do next to improve.

The quality of teaching is good but varies between subjects from satisfactory to good. All groups, including those with English as an additional language and pupils with learning difficulties and disabilities receive teaching of the same good overall standard. As a result, pupils all achieve equally well and are provided with the skills they need for their future. Assessment is good. It is regular and accurate. Teachers use assessment information effectively when planning lessons to meet the needs of individuals and groups. The use of assessment information by coordinators to analyse trends across the school is less well developed. Governance is good and governors take a keen interest in the school. Subject coordinators and governors are dedicated and committed to moving the school forward. However, they have not all had much opportunity or training to monitor standards actively or analyse data in their subject across the whole school or to play as active a part as possible in school self-evaluation. This is highlighted in the new school development plan as an area for improvement. Leadership of the Foundation Stage is good. The co-ordinator monitors standard rigorously and ensures that children have a good start to their formal education.

Care, guidance and support for pupils are good. The spiritual, moral, social and cultural development of pupils is likewise. All staff work together to ensure pupils know how to keep healthy and are safe and happy. These are real strengths of the school, which are valued by parents, who say 'When my child is happy, I am happy!'

In the light of the good progress the school has made in the past, the positive start the new headteacher has already made in highlighting ways to improve further and the effective whole-team spirit of staff and governors, the school has a good capacity to continue to improve.

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

- Raise standards in pupils' basic skills in writing and involve them in a better understanding of their targets in this aspect of learning.
- Ensure that the quality of teaching is more consistently good in all subjects.
- Develop the monitoring role of coordinators and governors and extend their contribution to school self-evaluation.

## **Achievement and standards**

### **Grade: 2**

Children in the Foundation Stage make good progress, especially in their personal and social development. Results of assessments at the end of Year 2 have been consistently above average in reading and science and pupils' achievements are good in these subjects. In mathematics, standards had dipped in recent years and are now broadly in line with those expected. The school is already reaping the benefits of its recent adoption of a new scheme for the teaching of mathematics. Pupils are currently making good progress and their achievement in lessons is good. While standards in writing, particularly in the proportion attaining the higher Level 3, are slightly above those attained nationally, pupils' achievements are satisfactory in relation to their starting points. There is scope to improve standards in relation to spelling and punctuation.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They develop a strong concern for others because the school encourages them to grow into caring citizens through schemes such as 'playground peacemakers' which involve pupils in resolving disagreements. Time is set aside, including in assemblies, for pupils to reflect on important issues. They behave well and enjoy school a good deal as reflected in the regular attendance of most pupils. A very small minority of pupils do not attend regularly and the school does all it can to encourage full attendance. Pupils say they feel very safe. One said 'I feel absolutely safe. We are always having fire practices'. Even in the Reception class children quickly become aware of safety issues, without being fearful, such as wearing hard hats and goggles in their imaginative play.

Through the school council, pupils contribute to decisions about the school including the choice of outdoor equipment. They make good progress in developing the personal qualities that will enable them to contribute effectively to the wider community.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching is good overall. However, there is a variation in the quality of teaching across the whole school. Teaching in some subjects, such as reading and science, is good. This leads to pupils making good gains in their learning and achieving well. Teaching in writing is satisfactory. The school has adopted the recommendations made at the time of the last inspection. It is aware that it now needs to develop pupils' basic skills, such as spelling and punctuation, more consistently. Assessment is good and has improved in recent years, having more rigour and accuracy. Teachers use this information well when planning lessons.

### Curriculum and other activities

#### Grade: 2

The curriculum serves pupils well so that they make good progress in most areas of their learning. The school places strong emphasis on basic skills, which is particularly effective in reading. It is wisely reviewing its effectiveness in teaching the fundamental skills of writing, which are currently only satisfactory. There are effective opportunities for pupils to take on responsibilities in the school community. Pupils talk proudly, for example, about how they help to resolve any playground disputes between other pupils. They enjoy their learning because the curriculum engages them well. Good use is made of visitors to the school and additional exciting opportunities, such as a residential visit, when Year 2 pupils spend a night away from home and enjoy outdoor activities. The school has developed outdoor play opportunities for children in the Reception class, which is an improvement since the last inspection.

### Care, guidance and support

#### Grade: 2

Staff are strongly committed to caring for the pupils and to promoting their safety. There is a good and effective emphasis on helping learners to appreciate the value of healthy living, for example by making wise choices in what they eat. Child protection arrangements are appropriate. Pupils feel safe and secure and reach challenging targets in most aspects of their learning. Teachers tell pupils what they need to do to make best progress, though some pupils are not yet clear about this.

Any learners at risk of not achieving their potential are identified early and effective arrangements are put in place to support them. For example, the use of outside agencies to provide additional support for pupils with learning difficulties and disabilities. The headteacher is aware of new legislation regarding the records of the checks made on adults in the school and is speedily bring them up to date.

Staff cater well for pupils' personal development, notably their feelings of self-worth and giving them a strong sense of responsibility for one another, such as through the

playground 'buddy' scheme. One parent wrote 'I am grateful for the care and support from the teaching and support staff'.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and ensure that learners from all groups achieve well. The recently appointed headteacher has produced a perceptive and relevant interim development plan, based upon her very astute and accurate evaluation of the school, which is already having a positive impact. Changes have already been made, such as arrangements at the start and end of the day, which have improved communication and health and safety and are warmly applauded by parents. Leadership and management of subjects are generally good. However, some leaders are new to their post and not all are yet adept at analysing data and contributing to whole-school evaluation and development planning. Governors strongly support the school and feel confident to appropriately question the leadership. All legal requirements are met and financial management is sound. Governors have a good knowledge of the school's strengths and weaknesses. However, their role in helping to write the school's formal self-evaluation is in its early stages.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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

11 October 2006

Dear Children

West Bridgford Infant School, George Road, West Bridgford, Nottingham, Nottinghamshire, NG2 7PX

Thank you for welcoming us to your school and being so helpful and friendly.

What we liked most about your school.

- This is a happy school. You are well behaved and work hard.
- When you start in Reception, lessons are planned well to help you settle in and make friends.
- All of the adults who work in the school look after you well.
- You learn how to take care of one another and consider other people.
- Your teachers work hard to make sure you all make good progress in what you learn.
- You do well especially in reading and science.
- Your headteacher knows what to do next to make your school even better.

What we have asked your school to do now.

- Help you do even better in your writing, and tell you clearly what you each need to do next to improve.
- Make sure more of your lessons are like the best ones we saw.
- Make sure that more people are involved in looking at how well things work and deciding what to do to make the school even better.

We really enjoyed talking to you about your work, listening to your views and your jokes and watching you learn. We wish you all well for the future.

Yours sincerely

Sheelagh Barnes

Lead Inspector