

# West Leigh Infant School

## Inspection report

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<b>Unique Reference Number</b>	109085
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309872
<b>Inspection date</b>	15 January 2009
<b>Reporting inspector</b>	Lorna Brackstone HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	123
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Baughn
<b>Headteacher</b>	Amanda Claire Martin
<b>Date of previous school inspection</b>	25 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Westfield Drive Backwell Bristol BS48 3NG
<b>Telephone number</b>	01275 463274
<b>Fax number</b>	01275 463274

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following:

- provision in the Early Years Foundation Stage (EYFS)
- the underperformance of boys in writing
- personal development and well-being
- the academic support and guidance provided for the pupils.

Evidence was gained from visiting classrooms, looking at children's work and scrutinising documentation and information on pupils' progress. The inspectors also analysed the parent questionnaires and met with senior leaders, children, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

## Description of the school

This smaller than average school serves children from both local and surrounding villages. There are slightly more boys than girls. The proportion of pupils eligible for free school meals is very low and this reflects the flavour of the local community, which is mainly owner-occupied housing. A small proportion of pupils have speech and language difficulties. West Leigh has achieved Healthy School, Sportsmark and travel plan awards. The school site provides a venue for Meadowside pre-school for children of three and four years of age. Most children move onto one of two Reception classes for the remainder of their EYFS education.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

West Leigh provides an outstanding quality of education. The pupils attain exceptional academic standards and their preparation for their future education is outstanding. Starting school as eager learners, they are keen to soak up information and seek out the answers to their many questions. Achievement is exceptional for all pupils because teachers very skilfully facilitate active learning by planning interesting and stimulating activities, which motivate and stimulate them. The whole-school focus on developing positive approaches to learning enables pupils to 'have a go' and helps to develop their confidence and independence. The view of one parent that 'all the teachers appear passionate about teaching and developing the children' echoes the comments of many others.

The pupils are good attendees at school because, as they explained, 'We love to write, draw and play with our friends.' As one parent explained, 'We are thrilled with our daughter's enjoyment of learning, she literally skips into school.' Behaviour in lessons and around the school is exceptional. West Leigh pupils develop into extremely well-rounded and independent young people who confidently express their own opinions and views. Parents, one of whom commented that 'children are appreciated and valued as individuals', endorse this. There are robust procedures in place to keep the pupils safe and secure. Pupils feel well cared for because they know that the adults around them in school listen to any worries or concerns they have and they confidently explain that they are very well cared for. As one parent explained, 'There is always someone there reassuring them and encouraging them in a wonderfully positive way.' Adding an adventure area to their playground, implementing a code of behaviour and improving toilet arrangements are examples of the pupils' high level of involvement in, and contribution to, the day-to-day life of the school. Strong links within Backwell ensure that pupils have regular opportunities to participate within the local community. Regular themed weeks and visitors into school enable pupils to gain a global awareness of other communities, such as exploring life in Africa. However, staff and governors accept that the pupils are not sufficiently aware of the diversity of different ethnic and religious groups in Britain today.

Teachers successfully balance the extremely rich curriculum between national requirements and issues that interest and motivate the children. For example, topics such as 'Ourselves' enable the children to explore questions they want to know more about and this ensures that there is a personalised approach to learning. Consequently, pupils have an excellent understanding of keeping healthy. They talk with confidence about why they must exercise regularly and have an exceptional understanding of how their hearts beat faster when they move around the hall. They explain the importance of a sensible diet and are appreciative of their nutritious school meals and fruit snacks.

Pupils feel extremely confident that their teachers successfully help them move on to the next step in their learning. Teachers have an excellent knowledge of the children in their care and work very closely with all parents and carers, pre-school settings and specialist support agencies. Coupled with these outstanding partnerships, the rigorous systems in place to track individual progress ensure that academic guidance is exceptional.

The headteacher has extremely high expectations of her staff and pupils and her exceptional vision and direction has been instrumental in the improvement of standards and overall school provision. She works very closely with the very effective leadership team. The well informed and knowledgeable governing body has ensured that the necessary improvements have been

made to the accommodation so that the needs of all the pupils are fully met. More rigorous self-evaluation and monitoring of the quality of teaching, and the implementation of new initiatives have resulted in year-on-year improvements in standards. The capacity for school leaders and managers to develop the school even further is outstanding because they have exceptionally high aspirations for the pupils and accurately identify ways to make further improvements. This is exemplified in the way that the school has recognised that pupils' writing standards could be even higher, particularly the boys'. Curriculum alterations and additional resources, such as trips to castles and outdoor pirate ships, have successfully captivated the boys' imagination and the improved quality of writing reflects this. All pupils are proud of their new personalised writing targets and this has successfully enabled them to understand what they need to do next to improve their work.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The EYFS is outstanding overall and leadership is extremely effective. The children start school with standards in almost all areas of learning that are just above those expected for this age group. An increasing number of children start school with developmental delays in their speech. By the time that they are ready to move into Year 1, their attainment exceeds national averages. Academic and personal progress is outstanding in Reception. Parents are justifiably pleased with the EYFS provision and their delight is summed up by one parent who explained that 'the intuition, creativity and hard work of the staff have created a supportive and inspiring culture which has nourished and motivated my child's desire to learn'.

Relationships are excellent. Adults treat children as individuals and they settle into school life quickly and happily. Staff encourage children so that they gain self-confidence and learn how to concentrate well. Relationships with parents and carers are excellent and the welfare provision is outstanding. For example, when a child has a minor incident they wear a sticker home to explain exactly what has happened. Personal development is outstanding. The children quickly learn how to play successfully with others and their behaviour is of an excellent standard. Children have access at all times to the very good outside learning activities, successfully organised as an integral part of the school day. Children enjoy choosing activities and are engrossed in what they do. They work well in groups with an adult and individually, thoroughly enjoying their fun learning activities. There is a very good focus on discussion activities. For example, they talked excitedly about finding out why they caught chicken pox. Other children followed numbered footprints up to 20, and then counted down to one whilst walking backwards! The outdoor area promotes physical development very well where the children confidently ride tricycles and climb adventurous equipment. Children enjoy many creative activities, especially going shopping in their own class shop, where they pretend to be shop assistants working a sophisticated electronic till! There are plenty of opportunities for children to explore their senses, such as smelling different types of candles. Early reading and writing skills are extremely well promoted through the systematic teaching of letters and sounds (phonics). Organising a writing area outdoors encourages the children to learn in different ways and develop their skills across all areas of learning.

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

- Promote an understanding of the wider British community by encouraging pupils to learn about diverse ethnic groups and religious beliefs.

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## Annex A

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

16 January 2009

Dear Children

Inspection of West Leigh Infant School, Backwell BS48 3NG

Thank you for making my team and me so welcome at your school. We enjoyed spending time with you and finding out about West Leigh. We would like to say a special thank you to those pupils who talked to us about your school.

We agree with your parents that West Leigh provides you with an excellent education. Your work is of an exceptionally high standard and your achievement throughout the school is outstanding. We were very impressed with the way that you think about how you learn and use key learning skills across all subjects. Your teachers are excellent and make sure that you are always engaged in your learning. This is because they plan extremely interesting activities and because many of them are based on themes that are meaningful for you. The work you produced on celebrations, nature and the weather was of very high quality. We know that you found these topics particularly interesting because you found the work exciting and challenging.

It is very clear that you take a full part in the life of the school and really enjoy coming to school. We enjoyed hearing about the trips you go on and were very interested to hear about how you are involved in the school council. You feel safe because the school looks after you very well and you told us there is always someone you can talk to about a problem. You are very knowledgeable about how to keep your body fit and you know what foods are good for you to eat.

Your headteacher and the other adults involved in leading and managing your school do an excellent job. They make sure that you receive the best possible education. We have asked your teachers to ensure that they plan opportunities for you to learn about people who live in Britain but have different cultures and beliefs.

Once again, thank you for your help. Keep doing your best and working with the adults in school to make sure West Leigh gets even better.

Yours sincerely

Lorna Brackstone

Her Majesty's Inspector