

# Westfield Infant School, Hinckley

## Inspection report

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<b>Unique Reference Number</b>	119929
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313450
<b>Inspection dates</b>	5–6 February 2008
<b>Reporting inspector</b>	Frances Gillam

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 category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	227
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Jill MacLauchlan
<b>Date of previous school inspection</b>	1 June 2003
<b>School address</b>	Ashford Road Hinckley LE10 0JL
<b>Telephone number</b>	01455 637558
<b>Fax number</b>	01455 613494

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Children enter this average sized infant school with a level of skills below that expected of four-year-olds. The school has a unit for pupils with moderate learning difficulties, and includes pupils with behavioural, emotional and social difficulties. Pupils with communication, interaction and physical needs are also supported. Compared with similar schools, there is a higher proportion of pupils with statements of special educational needs.

## 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 with outstanding features, where good teaching enables pupils of all abilities to achieve well. Pupils make good progress from their low starting points, so that by the end of Year 2, standards are average. Rigorous evaluation of the school's performance and the careful tracking of pupils' progress mean that the senior leaders, governors and staff have a clear idea of the school's strengths and areas for improvement. The action they take to improve pupils' achievements and raise standards is often quick and effective. Boys' performance in writing, the progress of the higher-attaining pupils in reading and girls' performance in mathematics have all improved recently. These features show the school has a good capacity to improve and do even better. Despite a concerted effort over the past term, a small but significant group of pupils continues to have poor attendance. This group of pupils does not make the same good rate of progress as other pupils. Senior leaders and governors acknowledge they still have some way to go to improve this situation and to discourage parents from taking their children away on holiday during term-time. Children in the Reception classes make a good start. They settle quickly because of the strong emphasis staff place on supporting their social and emotional development. Staff in Years 1 and 2 build well on this firm foundation. The timely and sensitive interventions of teachers and learning support assistants enable pupils from the unit with particular physical, communication, learning or behavioural needs to be fully involved in lessons and school life. As a result, these pupils succeed in their learning and grow in confidence and self-esteem. The school has excellent links with support agencies that help staff meet some of the specific needs of individuals. In all classes, teachers make good use of resources such as interactive whiteboards to capture pupils' interest and to make clear to pupils what they are going to learn. Lessons provide a good balance between listening, talking about things and pupils working independently. In some lessons, skilful questioning in whole-class discussions helps pupils to think deeply and consider their answers. At these times, teachers pose a range of questions that enables pupils of all abilities to take part. They also check pupils' responses to see how well they are learning. This is not a consistent picture in all lessons and so some teachers miss the opportunity to increase the pace of pupils' learning and gauge pupils' success. Parents are confident that their children will be well cared for and they are right to do so. Pupils receive a high level of care and many pupils comment on how happy they are in school and how safe they feel. Pupils say lessons are interesting and they find the excellent range of exciting activities outside normal lessons very appealing. The good curriculum, which includes residential visits, contributes extremely well to aspects of pupils' personal development and well-being, and to their enjoyment of school. Pupils behave well. They are friendly and polite and take very good care of themselves and others. They are developing an excellent understanding of how to lead a healthy lifestyle and make sensible choices about what they eat and take regular exercise. Pupils make a significant contribution to the community, for example, by helping to make their world a better place through taking part in activities such as recycling schemes.

### Effectiveness of the Foundation Stage

#### Grade: 2

Children do well in the Reception classes. Positive relationships with children and their parents enable staff to respond quickly to children's personal needs. Activities are exciting and provide children with many opportunities to explore and discover things for themselves. Staff promote children's speaking skills successfully. They encourage children to explain what they are doing

and what they have found out. This enables children to develop the range of words they use, to organise their thoughts and to share ideas. The opportunities for children to practise and repeat activities enable them to consolidate their learning. This is especially successful for those children who struggle with their work. The Foundation Stage leader has a good grasp of how well children are doing and uses this information to gauge the effectiveness of the Foundation Stage curriculum. Improvements have been particularly successful in aspects of children's literacy development. They are becoming more secure in their knowledge of letter sounds and how to use this knowledge to help them read, write and spell. However, questioning in some lessons is not always focused enough to ensure teachers challenge and involve children of all abilities.

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

- Work more closely and effectively with parents to improve pupils' attendance.
- Ensure teachers use a range of questions that enable pupils of all abilities to be involved and challenged in whole-class discussions, and that teachers assess pupils' responses carefully to check how well they are learning.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. From their starting points in the Reception classes, children make good progress and, by the time they enter Year 1, they are working securely within the goals expected for their age. Children make good progress because teachers devote attention to their individual needs and this enables them to secure a firm foundation for their future learning. Staff in Years 1 and 2 capitalise upon this positive start and pupils continue to make good progress and to reach average standards by Year 2. Specialist help and the good work of learning support assistants enable pupils with statements of special educational needs, and pupils who receive additional support for aspects of their learning, to make good progress. Challenging targets for individual children to achieve and the close monitoring of success in achieving them are beginning to close the gap between the performance of boys and girls in writing and mathematics. Pupils' enjoyment of learning contributes successfully to the good progress that almost all pupils make, but a small number of pupils with a poor rate of attendance do not do as well as they should. The school has a range of strategies to deal with this problem but these have yet to be fully successful.

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

### **Grade: 2**

Pupils have a clear understanding of what staff expect of them. They act sensibly and their good behaviour enables them to build constructive relationships with adults and each other. Pupils with behavioural difficulties receive well-focused advice and support and this helps them to develop friendships and resolve conflicts. Pupils are eager to learn and usually respond quickly to reminders about good behaviour. Pupils appreciate the way 'eco-warriors' work with them to improve their local and wider environment. Pupils eagerly collect funds for charity. A number commented about how pleased they were that the money they had raised at the annual harvest festival had provided a Christmas lunch for the elderly. Pupils have a very clear understanding of how to stay safe and they look out for themselves and others. Their very good awareness of healthy lifestyles shows in their sensible eating choices and their attendance

at after-school sporting clubs. Pupils' good progress in literacy and numeracy, and their confidence in working on their own or as part of a group, prepare them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons are often lively and teachers have high expectations of what pupils can achieve. They praise pupils' efforts and this encourages them to try hard and do better. Teachers carefully adapt activities for pupils who require extra support with their work, in order to meet their individual needs. This, together with good help from learning support assistants, means that these pupils achieve well and grow in confidence. Teachers respond well to whole-school initiatives, for example, implementing the 'Big Write' in literacy lessons. This is helping to raise pupils' enjoyment of writing and to improve their skills. Teachers choose resources carefully and make good use of the interactive whiteboard to stimulate an interest in learning. In some whole-class discussions, pupils have a good mix of sharing their ideas with others and answering questions. At these times, teachers pose questions that challenge the differing ability groups and check carefully that pupils understand what they are doing. In some lessons, these positive features are not always evident. This means that staff are missing out on opportunities to move pupils' learning on more quickly and to assess how well pupils are doing.

### **Curriculum and other activities**

#### **Grade: 2**

Across the school, pupils experience a wide range of interesting learning activities. These build well on what pupils have done before and enable them to make good progress. An excellent range of exciting activities outside normal lessons, including sporting events, residential visits and visits from, for example, the Life Education Bus, supports pupils' personal development very successfully. Links between subjects make best use of teaching time and these often have a strong emphasis on promoting pupils' health and well-being. Pupils use their literacy and numeracy skills well to support learning in other subjects. They use the interactive whiteboards regularly but the school acknowledges there is scope to extend further the use of pupils' skills in information and communication technology to support their learning in other subjects.

### **Care, guidance and support**

#### **Grade: 2**

Parents appreciate the care their children receive. Arrangements for safeguarding pupils are robust, regularly reviewed and carefully managed. This promotes a safe and supportive environment where pupils thrive and grow in confidence. Links with outside agencies are most effective. Teachers and learning support assistants make very good use of the advice they receive from other professionals to provide support to pupils with significant needs. The rigorous tracking of pupils' progress quickly identifies individuals who may be struggling with aspects of their work. The school's robust response means that these pupils receive well-focused support to help them do better. Pupils find teachers' marking helpful and there are some good examples of it pointing them in the right direction as to how to improve their work. Recently introduced targets are beginning to help pupils to improve their work but their use is not yet consistent across the school.

## Leadership and management

### Grade: 2

Leaders at all levels focus successfully on raising standards and achievement and on promoting pupils' personal development and well-being. Effective self-evaluation procedures provide the governors and staff with a very clear understanding of the school's strengths and any weaknesses. Challenging targets are raising teachers' expectations and increasing pupils' rate of progress. This is reducing the gap between the performances of different groups. Parents have great confidence in the school and many appreciate the efforts made through initiatives such as the family learning programme, to involve them in their children's education. Although the school has written to explain the impact of high absenteeism on pupils' achievement, a small number of pupils continue to have frequent days off and holidays in term time. Senior leaders and governors accept that this situation is not good enough and that present strategies are not yet fully successful in dealing with the problem.

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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?	2
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

- 7 February 2008 Dear Children Inspection of Westfield Infant School, Hinckley LE10 0JL  
Thank you for the warm welcome you gave the inspection team when we visited your good school recently. We really enjoyed talking with you and seeing all the interesting things you do. The people in charge of your school and your teachers do a good job. This helps you to make good progress in your work and reach average standards by the end of Year 2. Here are some of the things we thought were particularly good about your school
- You make very good choices about what you eat and you take plenty of exercise. This is helping you to grow up fit and healthy.
- You watch out for yourself and others because you have a really good understanding of how to stay safe and free from harm.
- You get on well with each other, you care for those less fortunate than you are and have a great deal of respect for your environment.
- You are very well cared for and you say you feel safe and happy in school.
- You enjoy school, especially all the exciting activities you can choose from outside normal lessons. We have asked the people in charge of your school and your teachers to work together on two things
- Make sure your parents help you come to school regularly so that you can all make as much progress as possible. You can help, too, by getting ready quickly in the mornings!
- Make sure that teachers ask you questions that really make you think about your work, especially when all the class is together, and that they check your answers carefully to make sure you understand what you are doing. With best wishes, Fran Gillam Lead Inspector

**Annex B**



7 February 2008

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- You get on well with each other, you care for those less fortunate than you are and have a great deal of respect for your environment.
- You are very well cared for and you say you feel safe and happy in school.
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- Make sure that teachers ask you questions that really make you think about your work, especially when all the class is together, and that they check your answers carefully to make sure you understand what you are doing.

With best wishes,

Fran Gillam  
Lead Inspector