

Brackley Waynflete Infant School

Inspection report

Unique Reference Number	121881
Local Authority	Northamptonshire
Inspection number	314131
Inspection date	7 May 2008
Reporting inspector	Chris Kessell

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

Type of school	Infant
School category	Community
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	153
Appropriate authority	The governing body
Chair	Hugh Cooper
Headteacher	Jane Gaskill
Date of previous school inspection	4 October 2004
School address	Waynflete Avenue Brackley NN13 6AF
Telephone number	01280 702270
Fax number	01280 702270

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

the standards achieved by the current Year 2 pupils and the progress they have made from their starting points

whether aspects of the school's provision are outstanding

the development of leadership and management after recent staff changes.

Evidence was gathered from:

the school's data on pupils' progress

visits to lessons and scrutiny of pupils' work

discussions with the headteacher, staff, pupils and governors

analysis of responses to the parents' questionnaire.

Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments of these areas, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

The vast majority of pupils who attend this small school are from White British backgrounds. The percentage of pupils with learning difficulties and/or disabilities is below average. The proportion of pupils who either leave or join the school other than at the usual times is above average. There have been a number of staff changes during the current academic year.

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. It has a number of outstanding features. High quality care enables pupils to develop exceptional personal qualities. The school motto, 'Where excellence and enjoyment of learning enable all to achieve', is particularly apt. All pupils enjoy coming to school and revel in what they are offered every day. It is abundantly clear to any visitor how excited and enthusiastic the pupils are about their learning. Smiling faces and a willingness to chat about work and other school activities are testament to this. The school is extremely popular with parents, who are pleased with the progress their children make in such a supportive and friendly environment. As one parent noted, 'It's like a mini community,' whilst many other parents confidently stated that they would happily recommend the school to anyone.

Children receive a good start in the Reception Year and make good progress because provision has improved since the last inspection. Pupils continue to achieve well so that by the end of Year 2, standards are above average. They make good progress against their starting points, which vary year on year. The school has done particularly well in helping pupils to develop their writing skills. The gap between standards in reading and writing is far narrower than that found nationally. However, work to narrow the gap between standards in mathematics and English is something the school has to fully address. Pupils' enthusiasm for writing is tangible. They clearly write extensively for pleasure and take considerable pride in their work. For example, Year 1 pupils were writing about a shipwreck after watching a film on the interactive whiteboard, whilst Year 2 pupils were actively involved in a mature discussion about their use of alliteration and adjectives in riddles they had written. Pupils' progress in mathematics has not been quite as strong as in reading and writing. This is recognised by the school, which is currently involved in a project with other local schools to improve pupils' problem-solving skills.

Pupils learn well because of good quality teaching. Teachers are effective in meeting pupils' needs, including those of higher attainers and those with learning difficulties and/or disabilities. Classrooms are colourful and exciting. There is a good balance between supporting pupils and challenging them. In this environment, pupils readily answer questions, knowing that their views will be accepted by teachers and classmates, whether they are right or wrong. Teachers provide effective academic guidance to pupils through oral feedback or written comments when pupils have finished their work. Year 2 pupils spoke enthusiastically about the 'light bulbs' that teachers put on their work, which successfully focuses on an aspect of their work that they need to improve. Analysis of pupils' work shows that advice offered to pupils is marginally better in English than in mathematics.

Both pupils and parents are particularly appreciative of the additional activities provided by the school in addition to daily lessons. Older pupils enjoy going swimming and after-school clubs are well attended. Visits and visitors successfully enhance learning experiences. An impressive display on Judaism following a visitor to school is evidence of this. The quality of artwork around the school is impressive and the curriculum links subjects together effectively. However, pupils are not provided with sufficient opportunities to extend their writing in other subjects.

Opportunities and experiences provided by the school contribute substantially to pupils' personal development and well-being. Pupils confidently discuss the importance of staying healthy and fit through diet and exercise. When Year 2 pupils were asked about what was wrong with junk food for lunch they quickly chastised the inspector about the lack of vitamins as well as

emphasising the importance of drinking plenty of water on such a hot day. Pupils make a significant contribution to the school community through jobs such as the 'recyclers' and playground friends. The school council is particularly excited by the wildlife area that they are developing to provide a 'home for other creatures' and is proud of the playground train that it helped to choose. Relationships, behaviour and attitudes are all excellent. Pupils work well together, for example, as talk partners. Their exceptional social skills, together with above-average standards, prepare pupils particularly well for the next stage of their education and future economic well-being.

Many parents wrote on their questionnaire responses about how well the school looks after their children. Pastoral care is outstanding. Pupils say they feel really safe and 'that all adults and pupils are kind'. Safeguarding arrangements are well thought through and regularly updated. The headteacher monitors pupils' progress rigorously in partnership with the class teachers, using the school's effective tracking system. This enables them to initiate and provide good additional support for any individual or group of pupils falling behind. Pupils are provided with targets in literacy and numeracy. They state that these are helpful in their learning and confidently explain what they are currently focusing on to improve their work.

At the heart of the school's success are the outstanding leadership and management of the headteacher. The headteacher has a clear vision for the school and high expectations, and is committed to ensuring that pupils' academic and personal needs are met effectively. She is well supported by staff and governors, who are all fully involved in improving the school. There have been some recent changes in management responsibilities, with some staff assuming new roles that they have yet to fully develop. Leadership and management are good overall. Self-evaluation is accurate and successful initiatives such as those to improve pupils' writing indicate that the school has a good capacity to get even better.

Effectiveness of the Foundation Stage

Grade: 2

Although children tend to start the school with attainment that is at the level expected overall, there can be some year-on-year variations in aspects of the children's development. For example, the current Reception children's communication, language and literacy skills are not as strong as their mathematical development. Children settle quickly into school and do well in developing their personal and social skills. It is noticeable how mature, confident and friendly the children are. This provides a strong foundation before they start in Key Stage 1. They also make good progress in their early reading, writing and mathematics and the school has been particularly successful recently in the teaching of sounds and letters. Activities are well organised, with a good balance of adult-led learning and children working independently. During the inspection, children worked well by themselves in the outdoor area 'building' houses whilst others explored sounds by choosing instruments to play louder and quieter. There have been some staff changes in Reception this year and the Reception leader is relatively new to the post. However, she has completed an accurate self-evaluation of provision and is currently looking to improve the opportunities for the children to develop their literacy and numeracy skills outdoors.

What the school should do to improve further

- Match progress and standards in mathematics with those in reading and writing.
- Increase the opportunities that pupils have to use their writing skills in other subjects.

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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?	2
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 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well 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

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.

Annex A

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 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

Dear Pupils

Inspection of Brackley Waynflete Infant School, Brackley NN13 6AF

Thank you for helping me when I visited your school recently. It was fun talking to you, watching your lessons and finding out about your school. It was really good to see pupils in Year 1 writing their stories about shipwrecks and older pupils in Year 2 talking about alliteration and adjectives. I was very impressed by how much you enjoy writing and taking pride in your work.

You go to a good school. Your behaviour and the way you get on with each other are excellent. I am glad you know how to look after yourselves and pleased with the way you told me it was important to wear a hat on a hot day and drink plenty of water. Your teachers provide you with interesting and exciting lessons so that you learn well and make good progress. By the time you leave in Year 2, your work is of a good standard, although your reading and writing is often better than your maths. I have asked the school to look at this so that your maths gets even better.

The school provides you with lots of interesting things to do. Many of you told me about your favourite subjects and it was good to see so much interesting and exciting artwork around the school. I enjoyed looking at the Picasso paintings because he is my favourite artist. Your writing is good and it would be helpful if you were provided with more opportunities to write in other subjects besides literacy. I have asked Mrs Gaskill and the staff to look at this as well.

You go to a very caring school where you are all looked after extremely well. You told me you feel safe and I know your parents are pleased with the way all of the staff look after you. One of the reasons you go to a good school is because the headteacher provides outstanding leadership. She and the staff are continually looking at ways of making the school even better. You can help them by continuing to enjoy school and working hard, especially in maths.

I hope the wildlife area is a brilliant success and I wish you all well for the future.

Best wishes

Chris Kessell Lead inspector