

## William Lilley Infant and Nursery School

### Inspection report

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<b>Unique Reference Number</b>	122551
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327755
<b>Inspection date</b>	12 November 2008
<b>Reporting inspector</b>	Lynne Blakelock

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	120
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	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Snow
<b>Headteacher</b>	Mrs Jeanne Wilson
<b>Date of previous school inspection</b>	19 October 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>	Halls Road Stapleford Nottingham Nottinghamshire NG9 7FS
<b>Telephone number</b>	0115 917 9277
<b>Fax number</b>	0115 917 9277

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the effectiveness of the school in addressing pupils' performance in writing; how effective the Early Years Foundation Stage (EYFS) is in promoting the standards that children achieve, and the impact of the leadership of the school in improving the quality of teaching and learning, and pupils' progress. Evidence was gathered from observations of lessons, discussions with the headteacher, governors and staff, scrutiny of school information, its self-evaluation and samples of work. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This average sized and popular school is situated in a Victorian building. A building was added to the accommodation in September 2008 to house the Reception classes. Just over a quarter of the pupils are from outside the catchment area. A well below average percentage is eligible for free school meals. Most pupils are from White British backgrounds and almost all speak English as their first language. Children start school with levels of knowledge and skills in line with those expected nationally. A lower proportion of pupils than average has learning difficulties and/or disabilities and no pupils have a statement of special educational needs. Nursery and Reception classes provide for children in the EYFS. Nursery children are admitted part-time between the ages of 3 and 4 either in September or January. A private day nursery offers before and after school care on the school's site.

The school achieved Gold Award National Healthy Schools Status in 2007 and the Bronze Eco Schools Award in 2008. It has recently been awarded the Financial Management Standard in Schools (FMSiS) and has attained Investors In People status for the second time.

## 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, which is providing an effective education for its pupils. It is a happy place, in which pupils are nurtured in a lively environment. Parents are overwhelmingly supportive of all that the school offers, particularly praising the dedication of the headteacher and her staff. One parent said that the school, 'is like a big family' that 'puts the children at the forefront of all decisions'. From their first day, children are provided with many opportunities to learn well and to broaden their horizons and knowledge of the world, not only in their subject knowledge and skills but also about themselves and their roles and responsibilities in the world. Staff have high expectations throughout the day and pupils respond to this, achieving well. Classrooms are like voyages of discovery, promoting delight and sometimes joy in the young learners.

Pupils reach above average standards by the end of Year 2. A higher percentage of pupils than nationally reach the higher levels in reading and mathematics. Overall standards at the end of Year 2 fell last year in reading, and especially writing, due to staffing difficulties, which have been resolved. Good quality teaching and learning and the implementation of new strategies to raise standards, particularly in writing, are resulting in good progress in all subjects. There is focused support for those pupils who find learning difficult, with the result that they also make good progress. Teachers' good subject knowledge, very positive relationships with pupils and effective use of interactive whiteboards aid progress. Teaching makes the purpose of learning clear and this is regularly revisited. Lessons get off to a great start because very interesting stimuli, such as a bandaged puppet in an English lesson, engage pupils. Tasks, however, are not always at the correct level so that some pupils find the work that they are given too hard or too easy and this slows learning down.

Assessment of pupils' work is helpful to them because it tells them, in ways that different age groups can understand, what they have achieved. While boys still perform less well in writing test than girls, the school has made good progress in catering for the learning styles and interests of boys. Imaginative topics, curiosity learning kits and 'it's a man's thing' (a boys and dads reading group), have captured boys' imaginations (and their dad's!) much more.

The outstanding curriculum promotes pupils' excellent personal development and their good progress. Pupils are keen to learn because activities are often exciting and regularly build on everyday events with which they can relate. Underlying all learning in the school are opportunities to practise literacy and numeracy. Opportunities to promote pupils' personal development are threaded into all lessons, themed weeks and enrichment activities. This includes the wide range of popular activities outside the school day that also allow pupils to extend their skills and interests and that cater very well for all age groups. National frameworks are adapted imaginatively to give stimulating foundations for learning. A visit to a local garage, for example, encouraged the writing of both boys and girls. Themed weeks and enrichment activities such as daily fitness routines ensure variety to learning and help prepare pupils for adult life. Information and communication technology (ICT) is used appropriately from the EYFS, demonstrating the school's commitment to developing pupils' skills across subjects. The programme of teaching pupils the sounds of letters, which is timetabled daily, is successfully promoting pupils' literacy skills from the time pupils start.

A very broad programme of activities, often using outside speakers and visits, leads to well informed pupils, keen to adopt healthy lifestyles. They show pride in being able to explain how to stay safe, eat healthily and keep fit. Yoga and peer massage sessions for Year 1 and 2 pupils

encourage their emotional well-being. Parents are encouraged to be involved in their children's learning and development; for example, during a parents' evening the cook offered opportunities to taste the nutritious lunches. The school's vision statement of, 'We enjoy learning together and caring for each other,' is reflected in pupils' very sensible and caring behaviour at work and play and their good attendance. It reflects their excellent social and moral development. They know the importance of helping others and the consequences of forgetting them. Pupils' spiritual and cultural development are good, with daily experiences throughout the curriculum ensuring that they learn about other faiths and their lifestyles and having the opportunity to reflect on spiritual issues. The staff expect much of pupils and they rise to this challenge, responding enthusiastically when they are offered responsibilities and chances to work as a team and as young leaders. This includes Year 2 pupils, some of whom have trained as 'playground buddies'. Pupils are part of the wider community, with councillors visiting to explain their roles, a local resident running a gardening club and pupils' involvement in the local Christmas Tree Festival. They use their above average literacy and numeracy skills to run their own school council and to sell produce that they grow. These activities contribute well to pupils' good preparation for Key Stage 2 education.

There are effective systems for ensuring the health, safety and welfare of pupils, and procedures for safeguarding them comply with requirements. These systems contribute significantly to pupils' security in school and their social and emotional well-being. Pupils respect staff, who know them well and help them to settle into new classes by taking their concerns and thoughts into consideration. Effective and wide-ranging partnerships ensure, for example, that specialist support is available to pupils, including when they move to their next school. Academic guidance for pupils is excellent. Individual progress is monitored carefully and regularly through the year, following assessments of the levels at which pupils are working. Targets are an important part of lessons and the way they are owned by pupils is an illustration of the personal responsibility that pupils are given for their learning. Every pupil's learning matters, so that there are target groups for reluctant writers, those who find learning hard and for those pupils who have particular gifts and talents. Teaching assistants provide excellent support in lessons. Their involvement in lesson planning and a close understanding of pupils' levels and needs enable them to help pupils to make good progress.

The headteacher provides outstanding leadership. She is driving change effectively, with good improvements in the curriculum and personal development of pupils. The headteacher, well supported by her deputy, has provided a clear vision, direction and strategic planning which ensures structure to the school's work. Overall leadership and management are good. Subject leaders continue to develop their roles well and the school is strengthened by the commitment of all staff, who work effectively as a team. Governors question and challenge the work of the school and work with staff to increase their knowledge of how well the school is performing. These factors contribute to the good capacity for improvement. Outstanding partnerships with outside agencies, other schools and local residents enable positive and beneficial relationships and support in the community. These partnerships are helping to enable good community cohesion. The school has promoted valuable initiatives, such as information evenings for children about to start school, and a learning programme. Through these, parents are increasingly able to support their children's education and they are confident that their views about the school's provision are taken into account.

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

### **Grade: 2**

Parents are delighted with the high quality care provided which enables children to settle well and enjoy the wide range of stimulating activities. Behaviour is managed extremely well and is outstanding because adults have excellent relationships with the children and engage them in interesting tasks. There is a good balance between activities led by adults and those which the children can choose. The curriculum is exciting and makes best use of first-hand activities. The Nursery's outdoor environment is rich and inviting. However, the position of the Reception class restricts the quality of the outdoor learning environment. Children make good progress, due to good teaching and learning, so that when they leave Reception most achieve the goals set for their age and many exceed them. Staff have a good understanding of the learning needs of young children and are deployed well to promote learning and development. Leadership and management of the EYFS are good. Leaders know what needs to be done to improve learning and are introducing initiatives to promote this. Strategies for improving writing, an area where children attain less well than in other areas, are making a positive impact on progress. Children's progress and standards are recorded and trends in attainment are monitored to plan further activities.

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

- Help to raise standards in writing by ensuring that tasks are at the correct level to enable pupils to make the progress of which they are capable.
- Improve the access of the Reception children to outdoor provision in order to broaden further their learning and development.

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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.



## 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	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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>	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 eliminated	2
How well does the school contribute to community cohesion?	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

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

13 November 2008

Dear Pupils

Inspection of William Lilley Infant and Nursery School, Stapleford, NG9 7FS

We had a lovely day when we visited you recently. Thank you for making us feel very welcome. We enjoyed watching you learn and play. I send a big thank you to those of you who gave up some of your lunchtime to tell us about your school and what happens here. We know that you are happy, enjoy school, feel safe and make lots of friends. This letter will tell you what else we found out about your school.

- Your school is a good school.
- Your attendance is good.
- Teaching and learning are good and help you to make good progress.
- Your reading, writing and mathematics are better than most children your age.
- Your lessons are interesting and learning is often fun because your curriculum is outstanding. 'Jolly Phonics' is helping you to improve your reading and writing.
- You have an excellent idea of what to do to be healthy and to stay safe.
- Your school is giving you chances to help to run it, to work in teams and to be leaders. These are wonderful things to be able to do and the skills you are learning will help you when you are older. All of these things show your outstanding personal development.

Well done for using your targets to help you to improve your work.

Your school can be even better. We have asked your headteacher and the staff, who all work hard for you, to help you make better progress in writing. Sometimes the work that you are given in your lessons is either too hard or too easy. The staff are going to make sure that it is just right, so that you can make quicker progress. We have also asked your headteacher to look into making it easier for those of you who are in the Reception class to get outside to learn. This means that you will be able to learn in lots more different ways.

I send you our best wishes for the future. Keep learning!

Yours sincerely

Lynne Blakelock

Lead inspector