

West Bridgford Infant School

Inspection report

Unique Reference Number	122598
Local Authority	Nottinghamshire
Inspection number	340180
Inspection dates	14–15 January 2010
Reporting inspector	Michael Miller

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 of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Charles Tyrie
Headteacher	Pam Lewis
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and visited classes at other times to evaluate the school's provision. They undertook other general observations including assemblies and displays of the pupils' work. Inspectors held meetings with governors, staff and the school council, as well as meeting with parents/carers at the start of the school day. They looked at documentation including policies, self-evaluation and development planning, monitoring files, curriculum and safeguarding documents. They examined governors' minutes, the headteacher's reports to the governing body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 126 parents and carers and 23 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's work to raise further the attainment of girls by the end of Year 2
- the impact of the school's initiatives to meet the individual needs of pupils with a special educational need and/or disability
- the use of assessment, not only to provide challenge for all groups of pupils, but also to secure effective learning throughout the school
- how effectively what is taught (the curriculum) helps to improve the achievement of different groups of pupils throughout the school
- the impact of the school's initiatives to promote community cohesion.

Information about the school

This is an average sized school, serving a diverse population in its local area. It is a popular school which is oversubscribed. The proportion of pupils eligible for free school meals is below average. The percentage of pupils from minority ethnic groups is below average, as is the number of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, and the proportion with a statement of special educational needs are both well below average. The school has achieved the Gold Healthy Schools and Activemark awards.

Privately run childcare for children aged four to under eight is provided on the premises by the West Bridgford Out of School Care Ltd. This is inspected and reported on separately by Ofsted.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school with an impressive track record and an excellent capacity for sustained improvement. A parent wrote on their questionnaire, 'There is a focus on attainment which is non-pressurising on the children - so important.' Over the past three years outcomes for pupils by the end of Year 2 have continued to improve consistently. Given the pupils' individual starting points at the beginning of the Reception year, attainment in reading, writing and mathematics has been significantly better than that expected nationally. In summer 2009, almost all Year 2 pupils had made at least the nationally expected two levels progress, with two-thirds making three or more levels progress. This includes some exceptional progress, in both literacy and numeracy, by individual pupils with a special educational need or disability, those for whom English is an additional language, and pupils from a range of ethnic backgrounds. Discussions with the headteacher of the main junior school to which the pupils transfer, confirms the accuracy of the infant school's assessments. Pupils make outstanding progress to gain above average standards overall by the end of Year 2. They are prepared extremely well, both academically and in terms of their personal development, for their next stage of education.

Attainment is already above average for the large majority of current Year 2 pupils, and pupils' progress continues to be consistently good or better throughout all year groups. This success is underpinned securely by excellent teaching. The school has a rigorous approach to recruiting staff, and nothing less than good teaching was seen during the inspection. Teachers and teaching assistants alike are of high calibre. The governing body has chosen deliberately to invest in the provision of support staff. This is paying dividends in terms of raising further the quality of pupils' learning. Such approaches reflect the school's pursuit of excellence, are grounded in exceptional teamwork at all levels, and rooted firmly in rigorous self-evaluation. Parents praise the strong leadership and outstanding commitment shown by the headteacher and staff. The school is outward looking, and the quality of its work with partner schools and its use of assessment data are recognised by the local authority as examples of good practice. Nonetheless, it is not a school which rests on its laurels. Consequently, it is working actively with other local schools on a two-year programme to remodel what is taught in order to make a good curriculum outstanding. Linked with this are plans to improve further community cohesion by raising pupils' awareness of cultural diversity in broader national and international contexts. The school is well on its way to achieving these goals.

Through high quality pastoral care and working relationships, staff provide excellent role models for the pupils. Consequently, pupils' personal development is outstanding. Pupils

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want to come to school and this is reflected in the high attendance rates. The ways in which pupils of all age groups and abilities support, appreciate and respond to each other are commendable, and play an important role in enabling successful learning.

What does the school need to do to improve further?

- Complete, by July 2010, the school's programme to remodel its curriculum to ensure that:
 - creative, skills-based learning continues to be increasingly motivating and inspiring for the pupils, and tailored to meet their individual needs
 - the cultural diversity of Britain and the world is embedded fully across all subjects of the curriculum.

Outcomes for individuals and groups of pupils**1**

A parent summed up the views of most when writing, 'This school is, without question, exceptional in its ability to provide a fantastic environment for children to journey, with utmost fun in learning, into the future.' Pupils are as keen on learning at the end of the day as they are at the start. They show a strong sense of purposeful learning from the moment they walk through the school doors. Their behaviour, moral understanding and attitudes to learning are all excellent, with high levels of concentration and cooperation. Pupils expect, and rise to, the consistently challenging activities provided throughout the day. The ethos and environment for learning are very good indeed. Pupils feel entirely safe and secure in school. There is a strong sense of achievement in all classes. This is reflected in the high quality of display and the value pupils' place on each other's work. The development of pupils' creative imagination, and their approach to solving problems and explaining their thinking and reasoning, is a particular strength. All groups of pupils involve themselves equally enthusiastically in lessons whether exploring numbers up to 500 in Year 1, or combining art and literacy in Year 2 during the creation of three-dimensional collages of the 'Iron Man'.

There is a real sense of the school as a social community. This was seen in a singing assembly where the whole school was involved in developing their musical experience by singing rounds. Pupils' enthusiasm in learning a new song from the Congo, and their pleasure in performance, was tangible as well as furthering their spiritual and multicultural appreciation. Friday assemblies, where personal and academic achievement are celebrated, are equally exciting occasions where anticipation is keen and appreciation of each other's success palpable. This also reflects the school's approach to equality and diversity in the range of awards given to pupils of all backgrounds and abilities. When any inequality in outcomes is identified, prompt action is taken as during the last school year when the attainment of boys was well above average and that for girls above average. Consequently, additional strategies were put in place, and rigorous tracking shows there is currently no significant difference in the performance of girls and boys.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Inspectors agree with the parent who wrote: 'My children rush into their school/class lines every morning with a big smile on their faces. They just wouldn't do that if they were not happy, safe, stimulated, nurtured and valued.' A key to the school's success is the meticulous tracking system which enables teachers to have a very accurate picture of each individual pupil's progress and development. This comprehensive knowledge leads to thorough and detailed lesson planning, consistently high expectations of the pupils, and challenge for a wide range of individuals and groups. Teachers and teaching assistants alike use questioning very well to stimulate and challenge pupils in their thinking. The outstanding working relationships between children and adults across the school contribute, in no small measure, to the excellent climate for learning in all classrooms. The high quality teaching of the basic skills of literacy and numeracy enable pupils to work and learn independently.

The good curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the social and emotional development of children. A creative, skills-based curriculum is being

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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developed and implemented. This is enabling staff to plan, more flexibly, work which is based on pupils' interests and aptitudes. However, this process is not due for completion until the end of the academic year. Nevertheless, pupils are contributing to the process through the school council and class discussion. This provides pupils with good opportunities to take responsibility for their learning and to contribute to curriculum planning. Personal, social and health education and citizenship are strengths of the curriculum and contribute hugely to the development of self-esteem and confidence. An excellent range of extra-curricular activities, clubs, visitors and visits help children to develop new interests and skills.

The school works extremely well with a wide range of external support agencies. As a result, children with special educational needs and/or disabilities, and other potentially vulnerable children, receive excellent support which enables them to get the best out of their learning. Such pupils also receive a very helpful 'Passport' outlining their targets and exactly how they will be supported. A further strength of the school is the support offered to the small number of pupils for whom English is an additional language. The school plans specific targets for the social and language development of these children, and also supports their parents and carers. There are excellent procedures for introducing children new to the school and for ensuring their smooth transition to the local junior school, with which the school has developed an extremely productive working relationship.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The excellent example shown by the headteacher enables staff to work constructively alongside each other and ensures very effective teamwork. All staff responding to their questionnaire expressed pride in the school. This has secured real strength in depth in the leadership and management. Together with the governing body the headteacher has ensured key coordinators have sufficient non-contact time each week for effective monitoring and planning. The monitoring of teaching and learning is regular, thorough and all staff are motivated to ensure a consistently high standard is maintained. Together with the rigorous tracking of pupils' progress, this ensures inclusive practice is embedded in the life and work of the school. All this leads to very rigorous, accurate, and conscientious self-evaluation.

Governors are very proficient in their management of, and support for, the school.

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Together with parents, through the effective home-school association, they have implemented major improvements to the fabric of the building and the installation of new resources. This has led to significant improvements in the environment for learning. All parents and carers responding to the questionnaire agreed that the school keeps their children safe. Pupils clearly feel entirely safe at school, and free from any bullying or harassment. Systems and procedures to ensure pupils are safeguarded are excellent. Community cohesion is excellent within the school itself, and promoted well through partnerships within the local area. Nevertheless, the school has recognised it should do more to extend its national and global perspectives. This is being integrated into its development and curriculum planning. A monthly strategy has been drawn up to balance the local, national and international foci of community cohesion throughout the academic year.

When complimenting the staff on the school's leadership, curriculum development and general ethos, another parent commented: 'For the school to achieve and balance so much takes immense professionalism, commitment and natural flair. We feel so delighted that our child has had a start to formal education like this.'

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The school admits children to its Reception classes with a wide range of pre-school experiences from 14 or 15 different establishments. Children enter with skills and experiences broadly similar to those expected for their age. On entry, there are relative strengths in their personal and social development, and relative weaknesses in some aspects of their communication skills, particularly in writing and linking sounds and

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letters. The extent of their numeracy development also varies from year to year. The school's excellent assessment systems enable staff to establish very quickly the children's levels of attainment. Therefore, individual planning provides support for all children from a very early stage. Almost all children make good progress in all the Early Years Foundation Stage areas of learning, and are well-prepared to start the National Curriculum in Year 1.

Excellent leadership and management ensure the Reception classes are integrated fully into the life and work of the school. Even the location of the classes, adjacent to the main hall, places them at the centre of the school's life and work. Consequently, the areas of excellence found in the main school apply equally well to the Early Years Foundation Stage. In addition, curiosity, imagination, cooperation and understanding of safety are developed particularly well. In one lesson on the theme of 'building', a group of children in the play house understood why they were wearing hard hats and yellow jackets to mend the roof. One confidently explained why he was wearing goggles to use a drill. Others developed their numeracy skills very well when measuring a space to build a brick wall. Some used their imagination to create a rural environment for fairies, with wood blocks and pebbles while others used the interactive whiteboard to explore and write words related to the parts of a house. This is typical of the stimulating environment and well-organised activities to be found in Reception. Children's individual needs are exceptionally well met through highly effective working relationships and partnerships with families.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school. None strongly disagreed with any of the questions and only a very small minority expressed any disagreement. A few expressed some minor concerns about access to information on their child's progress, and the school's response to their suggestions. However, inspectors agree with the very large majority who are delighted with the positive feedback provided on their children's progress, and who find staff approachable, professional and proactive. A few parents expressed concern about the lack of fields and sports facilities. The governing body has done all in its power to improve provision, including the attempted purchase of adjacent land, but this has not proved possible. Inspectors find the school makes excellent use of existing indoor and outdoor facilities to

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promote pupils' healthy lifestyles.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Bridgford Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 126 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	71	32	25	3	2	0	0
The school keeps my child safe	93	74	33	26	0	0	0	0
The school informs me about my child's progress	41	33	70	56	5	4	0	0
My child is making enough progress at this school	58	46	57	45	1	1	0	0
The teaching is good at this school	65	52	52	41	0	0	0	0
The school helps me to support my child's learning	64	51	56	44	2	2	0	0
The school helps my child to have a healthy lifestyle	71	56	48	38	5	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	56	44	53	42	1	1	0	0
The school meets my child's particular needs	57	45	57	45	1	1	0	0
The school deals effectively with unacceptable behaviour	58	46	56	44	3	2	0	0
The school takes account of my suggestions and concerns	51	40	57	45	5	4	0	0
The school is led and managed effectively	80	63	42	33	0	0	0	0
Overall, I am happy with my child's experience at this school	86	68	33	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2010

Dear Pupils

Inspection of West Bridgford Infant School, Nottingham, NG2 7PX

You know that 'always' is your headteacher's favourite word. There are all sorts of ways in which your school is excellent. We would like to thank you for your friendly welcome, your politeness towards us, your smiles, your laughter and your curiosity.

You played a very important part in helping us to understand why yours is an outstanding school, and these are just a few of them:

You get an excellent start to your education in the Reception classes.

You make very good progress during your time at the school.

By the time you reach the end of Year 2, you are prepared very well for junior school.

Your behaviour is excellent and you really want to learn.

Your levels of attendance are much higher than average.

The school helps you to grow and develop very well as young people.

You have excellent teachers who understand the importance of teamwork.

The adults at your school set you a very good example.

The staff at your school take very good care of you.

Together with your teachers, you all have great fun in learning.

Your headteacher and governors lead your school very well indeed.

You all play a very important role in making school life an enjoyable experience.

Your teachers are always looking for ways to make your learning enjoyable and to help each one of you individually. During the last two years they have been working hard, with other local schools, on plans to help make what you learn even more interesting.

Last year they started to introduce these changes into their teaching. We have asked them to complete this work by the end of the summer term.

At the end of your weekly awards assemblies you have a chant for those gaining their certificates and the Star Class cup: 'You're fantastic; you are great; we just

- have to celebrate!' This letter, and our report on your school, is a Star Cup for you all.

With all best wishes for your future,

Michael Miller

Lead inspector

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