

Westwood Farm Infant School

Inspection report

Unique Reference Number	109864
Local Authority	West Berkshire
Inspection number	356644
Inspection dates	9–10 June 2011
Reporting inspector	Keith Sadler

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Kate Barnes
Headteacher	Susan Deacon
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed 15 lessons led by nine different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and from 75 parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The strength of the progress of the pupils who have statements of special educational needs.
- How well teachers ensure that there is sufficient challenge in lessons for all groups of pupils.
- How well the curriculum is tailored to meet the needs of pupils.
- The key improvements made in the pupils' care, guidance and support since the previous inspection.

Information about the school

Westwood Farm Infants is an average-sized school and shares a site with Westwood Farm Junior School in Tilehurst on the outskirts of Reading. About a third of the pupils live within the school's nominated catchment area because an increasing number come from the surrounding area with some pupils travelling some distance. Most pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion known to be eligible for free school meals is well below the national average. Although the proportion of pupils identified as having special educational needs and/or disabilities is average, the proportion that have statements of special educational needs is twice the national average. This is because the school includes a resource base for up to five pupils who have a hearing impairment. These pupils travel to the school from the eastern and central half of West Berkshire and also from the Reading and Wokingham local authority.

The Early Years Foundation Stage consists of part-time Nursery provision which operates in the mornings in the spring and summer terms. There are also two Reception classes. The school has gained a number of awards including Healthy School status.

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 that fully meets its vision statement of 'Happy, Achieving, Learning Together' because of the exceptionally thorough way in which each pupil's social, emotional and academic needs are identified and catered for. This means that the pupils have highly positive attitudes, their personal development is outstanding and they make excellent progress in their learning. Parents and carers have high levels of engagement with the school and this provides a further aid to learning. They are overwhelmingly supportive of the school. Their positive views are summarised by the parent or carer who wrote: 'I feel that it is a wonderful school. My son loves coming to school and is doing really well. I have absolute confidence in the staff and feel very lucky to have my child here.'

The outstanding start that children get in the Early Years Foundation Stage is successfully built on throughout the rest of the school. Because provision, particularly teaching, has improved since the previous inspection, pupils make excellent progress in all year groups. By the end of Year 2, attainment is exceptionally high in reading, writing and mathematics. Pupils who attend the hearing impaired resource (HIR) base make excellent progress because the provision is outstanding. It is tailored closely to meeting their individual needs whether they are being taught alongside their classmates in the mainstream classrooms or in the resource base.

The outstanding care, guidance and support provided for pupils ensure that they thrive in their personal development. Pupils thoroughly enjoy school because they feel exceptionally safe and well cared for. They like their teachers and have the utmost confidence in staff to address any issues that arise. Their behaviour is exemplary and this contributes exceptionally well to their learning. They have an excellent understanding of healthy lifestyles because these are promoted very well, as demonstrated by the Healthy Schools award. Teaching is outstanding and teachers manage the pupils exceptionally well. This leads to classrooms having a calm and purposeful atmosphere in which pupils concentrate well and learning is invariably brisk. Teachers monitor pupils' progress carefully in lessons so that no-one gets left behind. The curriculum is of good quality and is adapted well to meet the needs of Westwood Farm pupils. It is broad and balanced and a good range of engaging and well-conceived topics and themes successfully build on pupils' interests and ideas. Although pupils enjoy information and communication technology (ICT) lessons and achieve well, teachers' use of computers to support learning across the curriculum is hampered by the lack of machines beyond the school's computer suite.

The headteacher's leadership and management are outstanding. She has successfully driven the many improvements in provision and has ensured that pupils' progress has accelerated to its current levels. She ensures that the school provides a harmonious

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learning community in which the input of all is appreciated. This, when underpinned by rigorous and accurate self evaluation, means that there is a very strong understanding of exactly what needs to be done to further improve the school. She is supported well by talented staff who work closely together as a team. These high levels of teamwork, when linked to across-the-board improvements made since the previous inspection, show that the school has an outstanding capacity for further improvement.

What does the school need to do to improve further?

- Ensure that there are enough computers available to pupils in classrooms for them to use them across the full range of subjects.

Outcomes for individuals and groups of pupils

1

Inspection findings confirm the high results obtained in national assessments at the end of Year 2. The school successfully ensures that pupils of all abilities achieve outstandingly well. More-able pupils make particularly strong progress. In consequence, a high proportion of pupils achieve the higher level at the end of Year 2 in reading, writing and mathematics. Work seen in lessons and in pupils' books confirms the picture of high attainment and excellent progress. The progress of pupils with statements of special educational needs is particularly impressive. These pupils have very positive attitudes to school and learning. As one parent or carer of a pupil in the HIR said, 'My son has a hearing impairment and he has been given excellent support and he loves coming to school.'

Pupils' excellent personal development strongly supports their progress and is shown particularly in their positive attitudes to learning and with their very good relationships with staff and each other. Boys and girls of all backgrounds and abilities play and work together happily. They particularly relish the many opportunities that teachers provide for them to work in pairs and small groups and this helps to boost their personal skills. This was evident in a good Year 1 literacy lesson when the pupils were writing a recount of 'Lola' the bear that went on an outing. They helped and supported each other well when sequencing the trip and then writing a recount using the correct time connectives. Pupils' outstanding spiritual, moral, social and cultural development is exemplified by their care for each other and their concern for others less fortunate than themselves. The school council, as well as contributing significantly to improving the school for pupils, takes particular pride in the money raised for charity. Pupils show respect for different people and their points of view. By the time that they reach the end of Year 2, they develop into confident and secure pupils who reflect sensibly about moral issues. They are prepared exceptionally well for the next stage in their education and life beyond.

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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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teaching is highly effective because it is based on consistently high expectations of hard work and good behaviour. Teachers are skilled in ensuring that work is prepared to meet the varying learning needs of pupils in their classes so that all are able to progress well. This is because assessments are used outstandingly well to ensure that work is matched to needs. In addition, good use is made of the skilled teaching assistants, particularly in helping those who might otherwise struggle with their work. Teachers provide interesting tasks that greatly engage the pupils' interest. Excellent use is made of the interactive white boards to clarify explanations and to enliven learning. Good use is made of paired discussion in class to involve all pupils. This was evident in a good Year 2 numeracy lesson when pupils were consolidating their understanding of the partitioning of numbers. The class teacher ensured that the pace of learning was brisk because she asked the pupils to work together in pairs to respond to challenging questions and this gave all pupils the opportunity to contribute.

The curriculum is well organised. Its main strength is in the way in which the curriculum for literacy and numeracy in particular is continually adapted to cater for pupils' individual needs. A well-established scheme for personal, social and health education strongly supports pupils' excellent social and moral development. Topics and themes that build on pupils' interests and questions are used very effectively to aid learning and make it more meaningful and enjoyable. Year 1 pupils' current theme of 'seaside rescue', for example,

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has successfully included work on the RNLI, Grace Darling, and also led to some high quality art work and poetry.

There have been across-the-board improvements in the care, guidance and support provided for pupils. Although pastoral support was good at the previous inspection, there were weaknesses in guidance. This is no longer the case. Whilst outstanding care underpins pupils' personal development, guidance is now excellent. Pupils benefit from excellent transition arrangements both into the school and when moving to Year 3. There are excellent procedures to ensure that any pupils whose circumstances make them vulnerable are involved and included in the school. In addition, there are excellent arrangements too for parents and carers to support their children's learning. This includes the small group 'Bright Sparks' lessons in which the parents and carers of pupils with particular learning needs are invited to join their children in literacy and numeracy sessions.

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 headteacher, working in close partnership with the governing body and together with senior leaders, has been successful in embedding ambition and driving improvement. She has formed a team with a common approach to helping pupils thrive socially and academically. Monitoring of lessons is thorough and the clear feedback provided to teachers has helped them to improve their practice. The information raised from the very close and rigorous tracking of pupils' progress is used exceptionally well. This ensures that any pupils who show signs of slipping behind are identified swiftly and support programmes are rapidly put into place. In addition, data are used well to hold class teachers to account for the progress of pupils in their class.

Good links with a wide variety of partners have a positive impact on the school's work. There are growing and good links with the partner junior school and a nearby special school. Pupils also benefit from the close links established with other local schools. During the inspection, for example, pupils took part in a cross-school quiz for gifted and talented pupils. The school is particularly successful in forging a positive partnership with parents and carers and staff have clearly gained their trust and support. This is aided by the parents' council and the strong and effective communication between school and home.

The school's promotion of equal opportunities is excellent. Discrimination of any kind is not tolerated and all groups of pupils are included in the rich range of opportunities available in the school. The school provides a cohesive community and there are good links established with the local community. In addition, there is a well-established link with a

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nursery school in Kenya with pupils exchanging letters and photographs helping the pupils to develop an understanding of other countries.

Governance is good. In the past, governors were too reliant on the headteacher for information about provision and standards, but members of the governing body now ensure that they monitor the school for themselves. This enables them to provide a good level of challenge as well as support for the school. The pupils' health and safety and their welfare are at the heart of their support. They ensure that the arrangements to safeguard pupils have a very high priority and are of excellent quality. This is recognised by parents and carers who are unanimous in saying that their children are kept safe in school.

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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

Even though she has only been in the school for less than a school year, the excellence of the leadership and management from the leader ensures that children achieve exceptionally well. Children are settled and happy because they receive high levels of personal attention from adults who work as an effective team. They make particularly strong progress in their personal, social and emotional development as a result. Children's learning is continually monitored and recorded well by the staff and these assessments are used to plan activities that meet individual needs particularly well. A very good balance is drawn between short sessions which are closely directed by adults, and opportunities for children to choose from a wide range of exciting activities that engage their interest and enthusiasm. They become increasingly confident in choosing activities and in working on their own and in small groups. Teaching is particularly strong in the Reception classes. This ensures that children are well motivated and they enjoy the wide range of opportunities available to them. This was evident in an outstanding session when the children were learning about descriptive language. The class teacher, in role as the little

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old woman from the Gingerbread Man story, entranced the children as she got them to describe the gingerbread man to the police. They then used adjectives extremely well to describe features of the gingerbread man. Children were very keen to label their own chalked drawings of the gingerbread man. 'This is fun,' remarked one boy as he wrote 'brown lips'!

The accommodation is spacious both indoors and out and all areas are used extremely effectively to support all areas of learning. Staff are very skilled at intervening in children's play to enhance their thinking, speaking skills and vocabulary. By the time they leave the Reception year, almost all children reach the expected targets and a significant number exceed them. This is an improvement on the picture at the time of the last inspection.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
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 response from parents and carers was broadly average for primary schools, and the views expressed were overwhelmingly positive. Parents and carers were unanimous in saying that their children are kept safe in school and that the school helps them to adopt a healthy lifestyle. Many parents voiced particular thanks for the support given to those children and families who have needed extra help. A few parents or carers commented that the school does not deal effectively with unacceptable behaviour. However, there is no evidence to support this and pupils' behaviour is outstanding with the staff developing exceptionally positive relationships with the pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westwood Farm 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	59	30	40	1	1	0	0
The school keeps my child safe	53	71	22	29	0	0	0	0
My school informs me about my child's progress	27	36	44	59	4	5	0	0
My child is making enough progress at this school	33	44	36	48	5	7	1	1
The teaching is good at this school	40	53	31	41	3	4	1	1
The school helps me to support my child's learning	33	44	41	55	1	1	0	0
The school helps my child to have a healthy lifestyle	38	51	37	49	0	0	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)	31	41	39	52	1	1	3	4
The school meets my child's particular needs	33	44	39	52	2	3	0	0
The school deals effectively with unacceptable behaviour	27	36	42	56	1	1	5	7
The school takes account of my suggestions and concerns	27	36	41	55	3	4	4	5
The school is led and managed effectively	40	53	33	44	1	1	1	1
Overall, I am happy with my child's experience at this school	46	61	28	37	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 June 2011

Dear Pupils

Inspection of Westwood Farm Infant School, Tilehurst, RG31 6RY

Thank you for your help when we came to visit your school. We enjoyed our visit and we were pleased to see how much you enjoy school. I particularly enjoyed your birthday assembly. I thought your singing was beautiful and I can understand how you gain awards for your singing.

Yours is an outstanding school, and you are helped to learn really well because the adults look after you so well and their teaching is excellent. We were impressed with how well you get on together. Your behaviour is outstanding, and you have an excellent understanding about being healthy and you feel very safe in school. We think that your headteacher is doing an excellent job and she is helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can. Your parents and carers said how much they value what the school provides for you, and they work well with the staff to help you.

Even in an outstanding school like yours, there are things that can be improved. We have asked your headteacher and the governing body to make sure that you have more chances to use computers in lessons as well as when you go to the computer suite.

Thank you for taking time to talk to us and letting us watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler

Lead inspector

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