

Weston Park Infant School

Inspection report

Unique Reference Number	116112
Local Authority	Southampton
Inspection number	357884
Inspection dates	11–12 May 2011
Reporting inspector	David Curtis

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

Type of school	Infant
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Donna Denton
Headteacher	Karen Simpson
Date of previous school inspection	26 March 2008
School address	Newtown Road Woolston Southampton SO19 9HX
Telephone number	02380 448962
Fax number	02380 427825
Email address	info@westonpark-inf.southampton.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed taught by nine teachers. Inspectors held meetings with staff, the school council and the Chair of the Governing Body. They observed the school's work and looked at documentation, including safeguarding and child protection, the school improvement plan and the school's data showing pupils' attainment and progress. Inspectors analysed the 37 questionnaires returned by parents and carers, and those returned by staff.

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

- The effectiveness of strategies to raise the attainment of boys in reading.
- The current progress and attainment, in mathematics, of pupils of average and above average ability.
- The impact of the school's strategies to improve attendance.

Information about the school

This is an average sized infant school. Most pupils are White British. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities, most of whom have speech, language and communication difficulties, is above the national average. The school became a foundation school with Trust status in July 2009. It works in partnership with the Southampton Education Trust and the neighbouring infant, junior and secondary schools. There is a Sure Start children's centre on the school site.

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. It has built successfully on the strengths identified at the last inspection. The headteacher, supported ably by the deputy headteacher, leads a highly effective team with a very strong focus on there being no barriers to pupils' learning that cannot be overcome. Children make an excellent start to their learning in the Early Years Foundation Stage. In Years 1 and 2, pupils' achievement is good. Based on their starting points, they make outstanding progress in order to reach broadly average attainment in reading, writing and mathematics by the end of Year 2. All groups of pupils achieve as well as, or better than, similar groups nationally. Through identifying weaknesses in comprehension skills and providing more adult support in guided reading, staff have improved the performance of boys' reading. Rigorous analysis of the progress, in mathematics, of average and above average pupils identified that pupils' use and application of mathematics in problem solving was the cause of previous underachievement. As the result of improved teaching in this aspect of the subject, there is significant improvement in the performance of these groups.

Pupils enjoy school and want to learn. Their behaviour is excellent and they show an outstanding understanding of feeling safe in school and of the importance of leading a healthy lifestyle. Attendance is average and has improved significantly this year. This is as the result of the determination of senior leaders and the governing body to engage parents and carers in recognising the importance of regular attendance on their children's achievement.

Teachers use a stimulating and exciting curriculum to engage and motivate pupils. Lessons are planned effectively, with a very strong focus on ensuring that all groups of pupils are challenged and extended in their learning. Teachers' marking and oral feedback to pupils contributes significantly to their understanding of how well they are doing and what they need to do to improve. There are strengths in the teaching of science in how to carry out investigations and experiments. In information and communication technology, there are, on occasions, missed opportunities for pupils to use and apply these key skills in other subjects. Teaching assistants play a key role in supporting all pupils, including those with special educational needs and/or disabilities.

School self-evaluation is accurate and based on robust and in depth analysis of its performance. The school improvement plan has clear and measurable targets focused on raising attainment further and in maintaining the relentless focus on improving attendance. Taking into account the progress made since the previous inspection, the quality of self-evaluation and forward planning, and the highly effective governing body, the school has the outstanding capacity to improve.

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What does the school need to do to improve further?

- Strengthen opportunities for pupils to use and apply their information and communication technology skills in other subjects.

Outcomes for individuals and groups of pupils

2

Children start in the Early Years Foundation Stage with skills that are well below expectations for their age, especially in communication, language and literacy. In lessons, pupils work hard and show impressive levels of independence as well as strengths in their ability to work in pairs and groups. In Year 1, pupils made excellent progress in a literacy lesson where they wrote reports on the first moon landing. This was because they knew exactly what to do and had the key skills to write confidently, including the use of questions. In a mathematics lesson in Year 2, pupils made excellent progress in understanding that subtraction is the inverse of addition. They quickly understood, for example ' $27+15=42$, $15+27=42$, $42-15=27$ and $42-27=15$ '. In a guided reading session in Year 2, boys achieved equally as well as girls in finding adjectives in the stories they read. In lessons, pupils with special educational needs and/or disabilities make outstanding progress because work is matched closely to their individual needs.

The school council plays a prominent role in the day-to-day life of the school and ensures that the pupil voice is heard. Currently, members are working to improve the quality of playground games and developing a 'mathematics garden'. Pupils' relationships with each other are excellent. Through the exciting curriculum, they develop a strong understanding of what it is like to live in other communities. Following the Royal Wedding, for example, wedding ceremonies of other faiths were explored. At break and lunchtimes, pupils' excellent behaviour is enhanced by a very good range of activities and adult support, including a midday supervisor refereeing the football matches. Pupils' outstanding progress and personal development prepares them well for transfer to junior school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
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?

Teachers make very effective use of a vibrant curriculum to motivate, enthuse and engage pupils. The current topic on 'Space' has captured the imagination of boys and girls. This has led to significant improvement in pupils' use of writing skills. This was particularly evident when children were recording the results of an experiment to build and test their rockets. The curriculum meets successfully the needs of all pupils. There are particular strengths in the wide range of opportunities for pupils to use and apply their key literacy and numeracy skills in other subjects. For an infant school, there is an impressive range of extra-curricular activities with a high take-up by pupils. Boys and girls enjoy the range of clubs, with, for example, as many boys as girls in the sewing club. Pupils' outstanding progress is underpinned by high quality curriculum enrichment through the use of visitors and educational visits, for example 'Book Character Days' and a visit to a science park.

In lessons, teachers share the learning objective with pupils and through the use of 'WILF' (what I am looking for) give pupils a very clear understanding as to what they must achieve by the end of the lesson. Teachers are skilled at amending their planning based on their evaluation of the previous day's lesson. Pupils receive excellent feedback on their learning through marking. Assessment is a significant strength, with teachers assessing the progress of individual pupils and groups regularly. Underachievement is identified quickly and effective strategies put in place to ensure pupils' catch up quickly. Teaching assistants are very effective in lessons in providing high quality support for individuals and

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groups. There is a significant strength in teachers' deployment of teaching assistants to assess pupils' learning and link it to their next steps and individual targets in literacy and numeracy.

Staff provide excellent support for pupils with special educational needs and/or disabilities. All staff know pupils as individuals, particularly those at risk of being vulnerable. Pupils who are absent are given homework which is either posted to their home or hand delivered. On return to school, they attend 'booster groups' in order to catch up on missed learning. Staff are resolute that poor attendance does not lead to missed learning. Transition arrangements for children joining the school in Reception and for pupils transferring to junior school are very effective.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, deputy headteacher and all staff are united in their absolute determination that each and every pupil in the school will reach his/her full potential. The school's tracking of pupils' progress is excellent and all staff are held directly accountable to senior leaders for the progress of their pupils. The senior leadership team is rigorous in monitoring teaching and learning through lesson observations, analysing pupils' work and teachers' planning. As a result, senior leaders have an in depth and accurate understanding of the school's performance and use this information effectively to plan future improvements, with the focus always on pupils' progress and achievement. Such planning includes the importance of the relentless focus on ensuring that attendance improves and that poor attendance is not a barrier to learning.

The governing body has improved significantly since the last inspection. It is highly effective in holding the school to account and in challenging senior leaders in relation to the school's performance. The appointment of a governor with direct responsibility for attendance confirms the determination of the governing body to both challenge the school and support parents and carers in recognising the importance of good attendance. Procedures for safeguarding pupils and child protection are outstanding, as confirmed by the views of parents and carers. The school is rigorous in vetting all adults who come into contact with pupils. Partnerships with parents and carers are excellent, as are those with other providers, such as pre school settings and the adjacent junior school, nearby secondary school and external agencies.

The school promotes equality of opportunity very effectively, with the result that all groups of pupils make outstanding progress. Discrimination of any kind is not tolerated. Staff and the governing body have an in depth understanding of the community the school

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serves, including the needs of families. The school has developed good links with a school in the New Forest and is developing links overseas in order to broaden pupils' knowledge and understanding of diverse communities.

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	2

Early Years Foundation Stage

Although children make good progress, by the time they leave Reception, their attainment is below average. Progress in communication, language and literacy, and problem solving, reasoning and numeracy is excellent because of the very strong focus placed on these two areas of learning by teachers and teaching assistants. Children's behaviour is exemplary and they are very knowledgeable about the importance, for example, of eating fruit and drinking milk in snack time in order to keep fit and healthy. Children enjoy learning and playing in pairs and in groups, for example in 'running the farm' and 'shearing sheep'. They show impressive levels of independence and concentration when learning on their own, for example, when drawing pictures linked to sentences, such as 'There are six chickens in the hen pen.'

Teachers and teaching assistants work as a highly effective team to ensure that the Early Years Foundation Stage works as a unit rather than as three separate classes. There are significant strengths in the planning for child-led and adult-led activities both indoors and outdoors. Excellent resources support children's good progress, especially outdoors where all activities linked to all six areas of learning are planned for, particularly writing activities to engage boys. Teachers and teaching assistants use assessment very effectively to monitor and track pupils' progress, including focused assessments, for example of a role-play activity.

There are significant strengths in the way the leader has gelled the staff into a highly effective team with a detailed understanding of the requirements of the Early Years

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Foundation Stage. Links with parents and carers are excellent and contribute to children's excellent start to schooling. There are very strong links with pre-school providers and other Reception classes in the cluster which are used effectively for in-service training.

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	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

Seventeen per cent of parents and carers returned the questionnaire, which is a below average response rate. The majority of parents and carers are very supportive of the school. A small number wrote positive comments, including, 'All three of my children have gone through Weston Park Infant School and have had an excellent experience', and 'It is a lovely, welcoming school. Teachers always have time to chat with parents about a child's progress.' A very small number of individual concerns were shared with the school without identifying any individual. Inspection evidence confirms that this is an outstanding school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weston Park 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	70	10	27	0	0	0	0
The school keeps my child safe	28	76	8	22	0	0	0	0
My school informs me about my child's progress	28	76	7	19	2	5	0	0
My child is making enough progress at this school	25	68	12	32	0	0	0	0
The teaching is good at this school	26	70	10	27	1	3	0	0
The school helps me to support my child's learning	26	70	9	24	2	5	0	0
The school helps my child to have a healthy lifestyle	28	76	8	22	1	3	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)	21	57	15	41	0	0	0	0
The school meets my child's particular needs	24	65	13	35	0	0	0	0
The school deals effectively with unacceptable behaviour	20	54	14	38	2	5	0	0
The school takes account of my suggestions and concerns	25	68	10	27	1	3	0	0
The school is led and managed effectively	24	65	11	30	1	3	1	3
Overall, I am happy with my child's experience at this school	29	78	7	19	1	3	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 May 2011

Dear Pupils

Inspection of Weston Park Infant School, Southampton, SO19 9HX

Thank you for making the inspectors feel very welcome when we visited your school. We enjoyed meeting you in lessons and around the school, and I know my two colleagues enjoyed meeting the school council. I am delighted to tell you that you go to an outstanding school. There are many wonderful things about your school and here are a few of them.

- You make outstanding progress in your learning.
- Your behaviour is excellent and you all get on extremely well together.
- Teachers make lessons interesting and exciting for you, and they tell you how well you are doing and how to improve your work.
- You enjoy attending the many clubs you can attend, including the sewing club, on which I popped in.
- Your headteacher and staff are determined that you should always do your very best and this includes coming to school regularly.
- All the staff know you and take great care of you so that you feel safe, happy and confident in school.
- Those of you in Reception enjoy all the wonderful things you are given to do to help you learn through play.

Although your school is outstanding, I have asked your headteacher, staff and governing body to do one thing to make it even better. I have asked them to:

- give you more time to use your computer skills in your lessons.

Keep up your good work and try to come to school as often as you can. If you think you could use a computer in a lesson to help you with your work, then ask your teacher if you may, politely, of course!

Yours sincerely

David Curtis

Lead inspector

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