

# Wootton Bassett Infants' School

High Street, Wootton Bassett, Wiltshire, SN4 7BS

**Inspection dates** 3–4 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All pupils, regardless of their background, age or ability, achieve well within the school's warm and purposeful atmosphere.
- Pupils make good progress from their secure starting points and achieve above the national average in reading, writing and mathematics.
- Imaginatively planned lessons engage and challenge pupils. They thoroughly enjoy learning because the extremely rich curriculum stimulates their interest.
- Pupils behave exceptionally well and are respectful towards one another as well as to their teachers. Their very positive attitudes to learning are a significant factor in their good and often rapid progress.
- Parents and carers hold the school in high regard. They are confident that their children are looked after well and feel safe.
- The headteacher plays a pivotal role in ensuring an environment which excites and inspires both pupils and staff.
- The work of school leaders has been very effective in sustaining and improving the quality of teaching and achievement from the time of the last inspection.
- All staff share the determination to ensure all pupils do as well as they possibly can.
- A well-trained, experienced and highly effective governing body carries out its duties successfully. Governors are sharply focused in helping to ensure that pupils are always improving on their previous best.

### It is not yet an outstanding school because:

- There are inconsistencies in pupils' phonics skills (knowing the sounds of letters and how to blend them to make words).
- When writing, pupils do not routinely apply spelling rules and conventions.

## Information about this inspection

- The inspector observed 10 lessons, of which four were observed jointly with the headteacher. Pupils' behaviour in the playground and at lunchtime was also evaluated.
- Discussions were held with pupils, three members of the governing body, the headteacher, staff and a representative of the local authority.
- The inspector observed many aspects of the school's work, including the support for pupils who need extra help. He heard groups of pupils read and examined pupils' work in their books and on classroom and corridor wall displays.
- The inspector looked at a number of documents including plans for the school's future development, lesson plans, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings and records of how pupils' learning is monitored and how the quality of teaching is checked.
- The views of parents and carers were taken into account, including those expressed in the 54 responses to the online Parent View survey and during discussions with the inspector at the beginning of the school day.
- Staff views were taken into consideration by looking at 11 returned questionnaires and through discussions with members of staff.

## Inspection team

Rob Crompton, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than average. It is located in the centre of the town. The large majority of pupils have a White British heritage and almost all pupils speak English as their first language.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is below average. The pupil premium provides additional funding for children who are in the care of the local authority or those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus or with a statement of special educational needs is below average. These needs relate mainly to moderate learning difficulties.

### What does the school need to do to improve further?

- Improve pupils' phonics skills so that their spelling is more consistently accurate, by:
  - teaching phonics in smaller groups, particularly in the Reception and Year 1 classes
  - ensuring pupils are aware of spelling rules and conventions, especially those who otherwise are fluent writers
  - providing further training for staff on the teaching of phonics skills.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start school with social and language skills that are securely in line with those typically found. Their mathematical understanding tends to be well developed for their age.
- Due to effective teaching, children make good headway in Reception. They develop very positive attitudes to learning. They speak with increasing confidence and learn to listen carefully.
- Most children make good gains in learning how to sound out letters and combine them to read whole words, although there are some inconsistencies in the rate of progress over time. Some children progress extremely rapidly, as evident in their writing. For example, from simply writing, 'I am 4', at the beginning of the year, one child's recent story included, 'She was too lazy to go out. But Rabbit was busy and out every day getting food for her family.'
- Children build up their numeracy skills well through Reception. They quickly learn to count, to make simple calculations and to identify the properties of shapes.
- Pupils continue to make good progress in reading, writing and mathematics through Years 1 and 2, and the school's performance at the end of Key Stage 1 compared with the national picture is typically above average. They reach good standards in science and most notably in art.
- Due to effective support and encouragement, pupils progress well in reading and, by the end of Year 2, most read fluently and expressively. One described how he loved Roald Dahl's books. Another pupil enthused, 'Quentin Blake is my all-time favourite.'
- Pupils write with increasingly neat joined handwriting and, for the most part, their spelling is accurate. However, there are more inconsistencies in spelling than the general quality of pupils' writing would suggest. Their application of spelling rules and conventions is patchy. That said, the most able pupils in Year 2 are already writing at levels expected much later. For example, these pupils successfully use the correct punctuation and include appropriate adverbs and adjectives. One pupil wrote, 'Hannah sat miserably on the cold, wooden, freezing floor.'
- A strong emphasis on practical work enables pupils to make good progress in mathematics. By Year 2, pupils confidently use different methods when multiplying, for example, 23 by five. They double numbers adeptly and round up to the nearest whole number.
- The school's firm commitment to promoting equality of opportunity, fostering good relations and tackling discrimination is seen in the progress made by different groups.
- More-able pupils are appropriately challenged to enable them to reach their potential. Disabled pupils and those with special educational needs progress well due to effective support. Similarly, there is no difference between the achievement of pupils from minority ethnic groups, including those who speak English as an additional language, and other pupils.
- There were too few pupils entitled to additional funding during the last two years to make meaningful comparisons with their attainment and that of all pupils. The school's assessment information shows that this small group of pupils make good progress.

**The quality of teaching is good**

- Pupils make good progress through the school because effective and often outstanding teaching absorbs and challenges them.
- Reception children benefit from lots of practical activities both indoors and outside. They are keen to learn and eager to talk about what they are doing. They responded with delight, for example, when 'discussing' their learning with 'Geraldine the Giraffe'.
- Children are keen to find out and explore. This was evident as they donned pith helmets and used binoculars and cameras to explore the 'dinosaur forest'. Teachers use such stimulating activities to promote learning well.
- Pupils benefit from daily phonics sessions. However, the same letter blend, such as *ow*, is usually introduced to the whole class. This means that individual pupils have few chances to contribute and respond to the teachers' questions. Where pupils are taught phonics in smaller groups they make more rapid progress, as adults devise activities which challenge different abilities.
- Teachers promote pupils' communication skills in imaginative ways. For example, Year 2 pupils responded enthusiastically during a drama session based on *Romeo and Juliet*. As they acted as Capulets and Montagues, pupils used facial expressions, gestures and experimented with vocabulary. They found this great fun, and it provided a strong base for their subsequent writing.
- Teachers pose questions skilfully to assess how well pupils have grasped new ideas. Pupils find teachers' marking helpful and this helps them to improve their work. They understand, for example, the symbols teachers use when marking their work and, for the most part, they bear in mind teachers' comments in subsequent work. Parents and carers routinely support their children's learning. They regularly hear them read and make comments in the home/school books.
- Teaching assistants make a strong contribution to pupils' learning. They are particularly effective when working with small groups of pupils.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding.
- Their highly positive attitudes to school are evident at every turn. In lessons they are enthusiastic and keen to contribute.
- Pupils enjoy learning and try hard. During an art lesson, for example, pupils sustained a remarkable degree of concentration as they used delicate brushstrokes with water colours to create scenes in the Chinese style. They were mutually supportive and showed appreciation for their classmates' efforts.
- Pupils are extremely polite and courteous. They have a strong sense of responsibility. For example, Year 2 pupils take seriously their job of unlocking the playtime apparatus store using the secret code.
- During break times, pupils take full advantage of the wide range of activities open to them. Whether climbing to the top of the look-out tower, creating plays on the stage area or gathering in the hidden den, pupils play happily together.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are developing mature attitudes to assessing risks for themselves, for example, when using the climbing apparatus. They are well informed about road safety. One explained, 'It's very important as the school gate is on the main road.'
- Pupils said they felt completely safe in school. This is reflected in the school behaviour logs which record no incidents of bullying or harassment of any kind.
- All parents and carers who spoke to inspectors and those who responded to the Parent View

survey were entirely happy with the care provided by the school.

## **The leadership and management are good**

- The headteacher is extremely successful in maintaining high aspirations and promoting a family atmosphere where learning is fun. One parent or carer said, 'We're absolutely delighted; our children love school.' Another remarked, 'There's a lovely feeling of community.'
- Each teacher willingly takes on at least one leadership role, such as overseeing literacy. Teachers carry out their responsibilities effectively.
- The headteacher regularly checks the quality of teaching and provides helpful comments when feeding back to staff. Staff are ever ready to act on advice and share ideas. They take full advantage of the training opportunities on offer. For example, staff have enrolled for further training in the teaching of phonics, as leaders have identified this as an area for development.
- Pupils' progress is tracked carefully and, together with a clear view of the quality of teaching, this provides an accurate basis for school improvement. Development plans focus centrally on pupils' achievement. Targets for pupils' attainment are specific and there are clear procedures to check the progress and evaluate the impact of initiatives.
- The new primary school sports funding has been used effectively to widen opportunities for physical activities. Early morning 'wake and shake' has proved popular, and pupils have competed recently in local competitions, including a dance tournament.
- Pupils have rich and memorable experiences through the imaginative ways teachers interpret the curriculum (the range of subjects taught), and the wealth of enrichment activities. They were keen to talk about singing at the local leisure centre, performing in school plays and various educational trips.
- Displays around the school include high-quality artwork, including work from studies across the curriculum centred on one picture. Such activities, together with well-planned assemblies, provide insights into other cultures and effectively support pupils' spiritual, moral and social development.
- The local authority has confidence in the school and provides only light touch support. Indeed, staff contribute to improvement in other schools. For example the headteacher runs practical art workshops and has led training for Catholic teachers on devotional art.
- Leadership and management are good rather than outstanding because, although improving, the quality of teaching and pupils' achievement are not yet outstanding.

### **■ The governance of the school:**

- Governors offer highly effective support and rigorous challenge to the school. They keep a close eye on how well pupils are doing, and know how well the school is performing in comparison with other schools. Governors keep themselves informed about the overall quality of teaching and support the way the teachers' performance is managed. They are fully aware of the need to align teachers' performance in the classroom with their pay and promotion and they ensure that this happens. The governing body seeks assurance that the additional funding is used effectively to boost the achievement of eligible pupils. Governors take full advantage of the training provided by the local authority and review their own performance systematically. They ensure that the school's safeguarding arrangements fully meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126235
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	439602

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marcus Farr
<b>Headteacher</b>	Mark Hazzard
<b>Date of previous school inspection</b>	18 March 2009
<b>Telephone number</b>	01793 852254
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