

Wildground Junior School

Inspection report

Unique Reference Number	115883
Local Authority	Hampshire
Inspection number	357836
Inspection dates	18–19 May 2011
Reporting inspector	Janet Sinclair

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Amanada Meadows
Headteacher	John Wright
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons or part-lessons, observing nine teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school improvement plan and records of pupils' progress. They considered the 44 responses from questionnaires returned by parents and carers.

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

- The attainment and rates of progress for all groups of pupils, but particularly the achievement of pupils in writing.
- The extent to which teachers involve pupils in their own learning.
- The involvement of leaders and managers at all levels in embedding ambition and driving improvement and the impact of their actions.

Information about the school

Wildground is smaller than the average-sized junior school. The proportion of pupils from minority ethnic groups, none of whom is at an early stage of learning English, is well below average. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils have mainly moderate learning and emotional and behavioural difficulties. The proportion of pupils known to be eligible for free school meals is below average.

There is an on-site breakfast club that is managed privately.

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?

2

The school's capacity for sustained improvement

2

Main findings

Wildground is a good school. The headteacher, ably supported by the deputy headteacher, maintains a positive learning environment where pupils are happy, friendly and motivated to learn. Staff are enthusiastic and fully committed to ensuring the best possible education for the pupils. As a result, pupils are happy to come to school and this is reflected in their good attendance. Parents and carers are mainly supportive of the school and consider that their children are safe and well cared for and enjoy all that is on offer.

Pupils make good progress to reach broadly average attainment in English and mathematics by the end of Year 6. Their writing has been weaker over time and the school has worked hard to improve it through rigorous assessments and the clear identification of the next steps in pupils' learning; these initiatives are accelerating progress. Teachers have good subject knowledge, organise and manage lessons well and provide interesting tasks that engage pupils and motivate them to learn. However, occasionally, work is not matched well enough to pupils' needs and teachers' questioning lacks challenge. Consequently, pupils lose interest and do not make the progress of which they are capable. Most teachers involve pupils well in improving their work through marking, assessing how well they are doing and knowledge of their targets. This has a good impact on learning. The school's creative curriculum provides interesting work that motivates pupils to learn and, coupled with enrichment activities such as residential trips to France, supports their personal development well. Rigorous tracking helps to ensure pupils' progress is consistently good, while one-to-one support and booster classes are used to help any pupil not doing well enough. Pupils with special educational needs and/or disabilities get specific support through well-organised programmes that meet their needs.

The school's self-evaluation is accurate and leaders clearly know what needs to be done to ensure further improvement. Leadership and management are good overall, but sometimes weaknesses in communication with staff and a lack of clearly defined time to carry out important roles within the school, particularly for senior and subject leaders, hampers management effectiveness. The school has improved on its previously satisfactory provision and is now good. There is a clear focus on raising attainment and accelerating progress, and good attention to pupils' personal development. Consequently, the school demonstrates a good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure that pupils make consistently good or better progress in all lessons by:
 - always matching work to pupils' needs through planning that clearly identifies work for specific groups and makes learning intentions explicit

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- ensuring teachers' questioning challenges pupils and extends their knowledge and understanding
- Programme non-teaching time for senior staff and subject leaders to carry out their roles in order to support their colleagues more effectively.

Outcomes for individuals and groups of pupils

2

Pupils make good progress across the school due in large measure to careful tracking, effective assessments and targeted support for those not performing well enough. Effective support for pupils with special educational needs and/or disabilities through small group work and individual programmes ensures they achieve well. Pupils enjoy their learning and work well together. This was seen in an English lesson in Year 5 where pupils were involved in writing poems. They collaborated well with each other and were clear about how many syllables each line of poetry needed. Pupils were fully engaged and made good progress in their learning. Pupils use their targets well and have a good understanding of what they need to do to improve their work. This helps them particularly well with their writing in which they take great pride. Pupils enjoy the opportunities they get to practise their skills in mathematics. For example, in a lesson in Year 4, when working on reflective symmetry they carried out practical activities in class and then went outside to look for symmetrical patterns in the environment. They respond well to opportunities to work independently such as when carrying out their own research in a geography lesson in Year 4. Occasionally, when tasks are not well matched to their abilities or teacher questioning does not extend their ideas, pupils become bored and lose interest.

Pupils behave well and are polite and friendly. They enjoy school and say that although there is occasionally some poor behaviour, staff deal with it well. They say that they 'appreciate anti-bullying week as it teaches them what to do if they suspect anyone is being bullied'. They are keen to adopt healthy lifestyles and enjoy the Pit Stop snack bar at play times where they can buy healthy snacks. Pupils know the importance of exercise and ensure they keep fit by using the 'trim trail' and taking part in after-school sports clubs. They feel safe in school and know they will get help if they need it as teachers are 'good at sorting things out'. Pupils make a good contribution to the school community through their work as school councillors, for example, establishing the snack bar and providing bins to collect litter. Involvement in the wider community is less well developed. Pupils have good relationships with each other and a clear understanding of right and wrong.

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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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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 plan and execute lessons well. They make good use of demonstration and explanation so that pupils know what they are expected to learn. Good relationships, effective use of praise and positive behaviour management ensure a brisk pace and a good level of pupil involvement in lessons. Teachers have good subject knowledge and use it well to develop pupils' skills and knowledge, for example when helping pupils to understand the structure of a poem or learning the alphabet in French. Support staff are well deployed to help individuals and groups, particularly lower-attaining pupils or those with special educational needs and/or disabilities.

Teachers mainly plan lessons that are well matched to pupils' needs, including provision for gifted and talented pupils, but occasionally there is a lack of clear planning for specific groups and learning intentions are too general. This hampers teachers' ability to match work to pupils' needs and slows their progress. Teachers mark pupils' work well and involve them in the next steps in their learning through targets and self-assessment and this gets pupils involved in improving their work.

The well-organised curriculum ensures pupils have a broad range of learning experiences that are adapted to meet their needs. There are effective cross-curricular links such as the connecting of a science investigation to test the strength of a selection of paper towels to an English lesson designing an advertising poster to persuade people to buy the strongest

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paper towel. Information and communication technology (ICT) skills are taught discretely through regular use of the ICT suite, but are not yet used widely across the curriculum.

The school takes good care of its pupils whose circumstances have made them vulnerable, including those with special educational needs and/or disabilities, and uses outside agencies well to ensure they get the support they need. There is regular training for support staff which enables them to be effective in their roles. Good transition arrangements between the infant and junior schools enable pupils to settle well. The use of the, 'On the Right Track' programme ensures a smooth transition for vulnerable pupils starting secondary education. The school has worked hard to improve attendance which is now above average, with no specific weakness in the attendance of different groups.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders have a clear vision for the school that is shared by all subject leaders and staff who are keen to ensure pupils achieve well. The school improvement plan is regularly reviewed by senior staff and shared with the governing body, through the headteacher's detailed reports, to ensure improvements are taking place. Senior staff effectively monitor teaching and learning so that they have an accurate view of their quality and of where further support is needed. Rigorous tracking ensures all groups of pupils are monitored carefully and any falling behind are given targeted support. This, coupled with effective attention to improving attendance, shows the school's good commitment to promoting equality of opportunity; discrimination is also tackled appropriately.

The governing body fulfils its statutory duties well. Committees are used effectively to ensure the strengths and weaknesses of the school are known, and involvement with staff is increasing. However, a good number of governors are new, and they are not yet fully effective in holding the school to account for its actions. The partnership with parents and carers is satisfactory. The school ensures they are well informed through newsletters and regular pupil progress meetings, but occasionally information is sent out at short notice which gives parents and carers limited time to respond. The school has recently taken action to remedy this. There are good systems for safeguarding pupils and policies, and appropriate procedures are fully in place. The school helps to promote pupils' safety awareness through talks by local police and fire officers. Good partnerships enrich provision and benefit pupils, particularly in their personal development. Examples include pupils' involvement in the Hampshire recycling project, teaching by external gymnastics coaches and support for vulnerable pupils through the Handy Trust. The school works well as a cohesive community. It has completed a community cohesion audit and has a policy

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and action plan in place. It acknowledges the need to evaluate its work and strengthen links with both the local community and those further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The response to the parental questionnaire shows that most parents and carers who responded are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after; inspectors agree with this view. The main concern expressed was about the way the school deals with unacceptable behaviour. The team could find no evidence of unacceptable behaviour during the inspection and the school has a consistent approach to behaviour management.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wildground Junior 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	43	21	48	3	7	0	0
The school keeps my child safe	26	59	16	36	2	5	0	0
My school informs me about my child's progress	23	52	20	45	1	2	0	0
My child is making enough progress at this school	21	48	19	43	4	9	0	0
The teaching is good at this school	20	45	20	45	3	7	0	0
The school helps me to support my child's learning	22	50	20	45	2	5	0	0
The school helps my child to have a healthy lifestyle	14	32	29	66	1	2	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)	20	45	22	50	1	2	0	0
The school meets my child's particular needs	16	36	27	61	0	0	0	0
The school deals effectively with unacceptable behaviour	7	16	27	61	7	16	2	5
The school takes account of my suggestions and concerns	15	34	25	57	2	5	2	5
The school is led and managed effectively	9	20	26	59	4	9	2	5
Overall, I am happy with my child's experience at this school	21	48	20	45	3	7	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.



20 May 2011

Dear Pupils

Inspection of Wildground Junior School, Southampton SO45 4LG

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so polite and friendly. We enjoyed talking to you in lessons and meeting the school council. We were pleased to learn from the pupil questionnaire that you enjoy school and all that is on offer there. Those of you we spoke to said that any instances of poor behaviour were handled well by staff. We judged that your school is a good school where all staff work hard to help you to learn and achieve well.

Here are some other things we particularly liked about your school.

- You make good progress in English and mathematics.
- You are well behaved, support each other in lessons and are keen to learn.
- You feel safe in school and know you will be well looked after.
- You enjoy the interesting activities that are part of the curriculum.

These are the things we have asked your school to do to help you learn even more:

- make sure work is always matched well to your needs and that teachers question you in a way that helps you develop your knowledge and understanding
- ensure that senior staff and subject leaders have enough time to carry out their work so that they can help all staff to be more effective.

You can help by continuing to work hard on your writing.

We wish you every success for the future.

Yours sincerely

Janet Sinclair

Lead inspector

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