

Wordsworth Infant School

Inspection report

Unique Reference Number	116126
Local Authority	Southampton
Inspection number	379205
Inspection dates	2–3 November 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	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Izabel Allen
Headteacher	Paul Betteridge
Date of previous school inspection	22–23 October 2008
School address	Stratton Road Shirley Southampton SO15 5RA
Telephone number	02380 776397
Fax number	02380 528313
Email address	info@wordsworth.southampton.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors, who observed 16 lessons led by nine different teachers and practitioners. The inspectors held meetings with members of the governing body, staff, parents, 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 59 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 rates of pupils' progress, particularly for the more able.
- How quickly pupils at an early stage of learning English make progress in their language acquisition.
- The extent to which teachers ensure that the pace of learning is sufficiently brisk and how well they ensure that work is suitably challenging for all groups of pupils.
- The impact of the role played by teachers with particular responsibilities for the school's monitoring and evaluation procedures.

Information about the school

Wordsworth is smaller than most primary schools. Most of the pupils live in the immediate vicinity. About two thirds of the pupils are White British and the remainder are from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average, mainly Polish, and there are a few pupils at an early stage of learning English. The proportion known to be eligible for free school meals is above the national average. The number of pupils identified as having special educational needs and/or disabilities is average. Most of these pupils have learning difficulties.

The school is a member of the Upper Shirley Learning Community Trust and has Foundation status. The 'Rainbow' pre-school is accommodated within the school. This is not managed by the governing body and is subject to a separate inspection report. The school has gained the Sports Activemark.

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

Wordsworth is a good school where pupils achieve well. Attainment is steadily rising and current Year 2 pupils are on track to attain above average standards in reading, writing and mathematics. All pupils, including the more-able and those with special educational needs and/or disabilities, as well as those that are at an early stage of learning English, make good progress in their learning.

The strengthening of pupils' progress since the previous inspection is due to consistently good teaching. This is the result of a successful priority by senior leaders to boost the quality of teaching. Teachers manage pupils well and ensure that relationships are good. As a result, there is a calm and purposeful ethos. Pupils enjoy lessons and learning. They are encouraged to assess their own and each other's work. Good assessment routines mean that teachers generally ensure that work is matched well to pupils' needs. However, this is not always the case and there are inconsistencies in teaching. Sometimes work set is too easy and does not sufficiently challenge pupils. Furthermore, even in good lessons, teachers sometimes spend too long introducing activities and this slows the pace of learning. In the best lessons, many opportunities are provided for pupils to discuss their work with partners and in small groups. This helps pupils to develop their skills of collaboration as well as extending their speaking and listening skills. But in the few satisfactory lessons seen, this did not occur sufficiently well and teachers missed opportunities for pupils to rehearse the vocabulary being taught, particularly in mathematics.

Because the care, guidance and support provided by adults is good, pupils make good progress in their personal development. Behaviour is good and pupils have a positive attitude to school and learning. They say that they feel safe in school and their parents and carers agree. They are highly supportive and many made positive comments about how pleased they are to have chosen the school for their children. Those that completed the questionnaires were almost unanimous in their positive response to all questions.

Leadership and management are good. The headteacher, other staff members and the governing body have successfully provided a pleasant, well-organised and safe environment which engenders the pride of pupils in their school. Although the governing body ensures that all regulatory requirements are met, at present it is over-reliant on the headteacher for information. Even though some members of the governing body regularly visit the school, there is no systematic procedure for them to gain first-hand information. This reduces the governing body's capacity to ensure

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

that it can provide an appropriate level of challenge and support. The monitoring of teaching and learning is much improved since the previous inspection. Information on pupils' progress is used well and aids the school's self-evaluation. Self-evaluation is accurate and the resulting information is used well to inform the good quality school improvement plan which is a useful tool to secure further improvement. Improvements in teaching, the curriculum and pupils' progress have led to stronger overall effectiveness and clearly demonstrate the school's good capacity for further improvement.

What does the school need to do to improve further?

- Lift the quality of teaching and learning from good to outstanding by:
 - reducing the time that teachers take to introduce lessons
 - ensuring that activities provided match the learning needs of all groups of pupils
 - strengthening pupils' vocabulary by providing more opportunities for them to talk with their partners about their learning.
- Ensure that members of the governing body become less reliant on information provided by the headteacher and staff.

Outcomes for individuals and groups of pupils**2**

Attainment is now average and has risen steadily over the past three years in reading, writing and mathematics. Current Year 2 pupils are on track to attain above average standards by the time they leave the school. Scrutiny and observation of their work, and the school's own assessments, show that the school has successfully boosted the progress of all groups of pupils. Excellent provision for the many pupils that are at an early stage of learning English ensures that they make good progress in acquiring English and also in other areas. Higher ability pupils are catered for particularly well because work set is challenging and interesting for them. As a result, their progress is strong and the proportion of Year 2 pupils gaining the higher level for their age is set to increase significantly. Pupils in Year 1 use their good knowledge of letters and sounds to begin to read and write with fluency. This good progress builds on the good start children receive in the Reception classes.

Pupils show care and concern for each other and they have a good understanding of right from wrong. Their spiritual, moral, social and cultural development is good. They learn well about others' beliefs and customs and pupils say that they enjoy the many multi-cultural events that help them 'to understand other people.' They talk about what a healthy diet is and the importance of water and regular exercise. This demonstrates a good understanding of the need to conduct a healthy life style. This is further evidenced by the Activemark with the sports partnership enabling all to attend a club such as football, kick-boxing, multi-skills or dance. Pupils make a good contribution to the school and the community. They are particularly pleased about

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

the contribution that they have made to the re-modelling of the nearby St James’s Park. They are keen to act as helpers, monitors and leaders in their classrooms. The school council members talked enthusiastically about their part in choosing toys and the playground climbing frame.

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	2
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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching seen was consistently good. Teachers explain the work clearly, using information and communication technology well to help them do so. Tasks are generally demanding and activities interesting. For example, in a good Year 2 literacy lesson, pupils were learning about onomatopoeia and alliteration through the context of poetry. Because the teacher made the introduction engaging by making good use of the interactive whiteboard to show the poem ‘November Night Countdown’, pupils made good progress. They produced exciting words to describe fireworks and successfully made use of both onomatopoeia and alliteration when writing their own poems. Assessment is used well; effective marking and use of targets enable pupils to understand how to improve their work. Particularly good provision for pupils who are at an early stage of English enables these pupils to settle quickly and to make good strides in their learning. This is aided by effective support from a bilingual assistant who successfully eases transition into school as well as giving excellent one-to-one support for children in the Reception Year.

There has been an improvement in the quality of the curriculum since the previous inspection. Particularly good use is made of the school environment and projects

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

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

such as '7 Potato More' in which all pupils were involved in growing, producing and eating potatoes. The curriculum is designed well both to support the development of pupils' basic skills and to provide interesting and meaningful topics which successfully link subjects together. These have been amended well in light of pupils' interests and learning needs. For example, the topic 'Pirate School' was introduced last year to engage boys who had particular needs in reading and writing. It was a key means through which their progress in literacy was accelerated.

Care, guidance and support are good. There are very well organised systems to support the care of the pupils and they strongly contribute to pupils' generally good development. There is strong, detailed and impressive support for potentially vulnerable pupils. There is a real commitment to inclusion which can be clearly seen through the effective nurture group. This intervention has resulted in significant improvements in these pupils' confidence, behaviour and relationships. Many opportunities are provided for parents and carers to support their children in learning such as the event called 'The more I talk the better I learn,' for families with children in the Reception year.

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?

Action taken by the headteacher and senior leaders has contributed to higher attainment and improved progress since the last inspection. The leadership team's high expectations demonstrate a clear commitment to further improvement. This is shared by all staff who feel included and valued and this has led to close teamwork and high staff morale. Systems to implement and monitor improvements are embedded and effective. Teachers with responsibilities make a good contribution to these procedures and ensure that provision and progress in their areas contribute effectively to whole school improvement. Tracking data are used effectively to ensure that all groups of pupils are making enough progress and, if necessary, are given extra support and have an equal opportunity to succeed. This has already done much to eliminate differences in pupils' rates of progress. Discrimination of any sort is not tolerated. Consequently, pupils and their families are made to feel welcome and encouraged to contribute to the school in any way they can. The school provides a cohesive community and it has an exceptionally positive and inclusive ethos where pupils' differences are celebrated. The variety of cultures in the world are studied and respected. In addition, the school's close and productive link with a school in Uganda means that pupils gain a strong appreciation of life in Bupadhengo. This is

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

aided by regular exchanges of correspondence.

The school enjoys a close partnership with other schools in the Learning Community Trust and this benefits pupils and staff. In addition, close partnership with the local authority has been an aid in the school’s increasing effectiveness with senior staff being open to suggestions and strategies for improvement.

All adults are appropriately trained and regularly updated in the procedures for safeguarding pupils and the school is vigilant in keeping records and so cares and provides well for the safety of pupils and staff.

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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception classes with skills that are below those expected for their age. They make good progress in their learning due to the good quality provision. This commences with excellent induction processes which enable the children to settle quickly and securely into the routines of the well-organised classrooms. The staff place a strong and appropriate emphasis on ensuring that the children’s welfare is at the heart of their provision. This results in children’s personal and social development being promoted particularly well. This is aided by the routine of ‘plan, do, review’ which helps to develop the children’s independence and responsibility.

The staff work closely as a team and ensure that the many children that enter the Early Years Foundation Stage speaking little English are made to feel particularly secure. The provision for these children, and those that have learning difficulties, enables them to make good progress in their learning. The staff provide a good

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

balance between those activities that they direct and those that the children decide for themselves. The classrooms provide an attractive and well-organised learning environment both inside and in the spacious outdoor learning spaces. Children’s progress in reading and writing benefits from a well-conceived emphasis on developing the children’s skills in linking sounds and letters and this enables them to be confident when mark-making. It also supports their speaking and listening skills well.

Even though provision is good, only a minority of children gain all the expected learning goals by the time that they enter Year 1.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers are highly supportive of the school and many made fulsome and positive comments. These ranged from parents and carers of children new to the school, who lauded the school’s induction procedures that enabled their children to settle quickly, to those who have had a longer partnership. Their positive views are summed up by the parent/carer who wrote: ‘Wordsworth takes a whole family approach. Teaching is very good and the school is led by a dedicated, approachable headteacher. This school is superb at nurturing and developing children. Top marks!’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wordsworth 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	77	13	23	0	0	0	0
The school keeps my child safe	39	70	17	30	0	0	0	0
The school informs me about my child’s progress	30	54	24	43	0	0	1	2
My child is making enough progress at this school	30	54	22	39	1	2	1	2
The teaching is good at this school	39	70	16	29	1	2	0	0
The school helps me to support my child’s learning	39	70	15	27	1	2	0	0
The school helps my child to have a healthy lifestyle	40	71	16	29	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)	39	70	16	29	1	2	0	0
The school meets my child’s particular needs	27	48	27	48	1	2	0	0
The school deals effectively with unacceptable behaviour	29	52	23	41	0	0	1	2
The school takes account of my suggestions and concerns	29	52	24	43	0	0	0	0
The school is led and managed effectively	42	75	14	25	0	0	0	0
Overall, I am happy with my child’s experience at this school	44	79	11	20	1	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



4 November 2011

Dear Pupils

Inspection of Wordsworth Infant School, Southampton SO15 5RA

Thank you for making us so welcome when we visited your school. We saw you working hard in lessons and getting on so well together. We think that you are very lucky to have so many different play spaces to enjoy during break and lunchtime. The many of you who were kind enough to speak to us showed how proud you are of your school. You are right to be, because yours is a good school.

We found that you really enjoy school, behave well and you make good progress in your learning. You know all about how to stay safe and to live healthy lives. Your headteacher runs your school well and he has good support from all the other staff. They understand how they could make it even better. Your teachers do a good job in teaching you well and making sure that your topics are exciting and interesting. Everyone makes sure that you are well cared for.

Even in a good school such as yours, there are always some things to do to make it better. We have asked your headteacher and governors to do two things. First, to make your good learning even better so it becomes outstanding. We have asked your teachers to do this by making sure that they do not spend too long introducing lessons, making sure that activities are just hard enough for all pupils and by giving you all more chances to talk together about your work. Second, we have asked for members of the governing body to find out for themselves how well you are doing.

You can all help by making sure that you continue to concentrate well and enjoy your learning. We hope that you continue to enjoy your education as much as you do now.

Yours sincerely

Keith Sadler
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**