

Wyndham Park Infants' School

Somerset Road, Salisbury, SP1 3BL

Inspection dates 7–8 May 2014

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve outstandingly well. All pupils, including the most able, those in receipt of additional funding and those who are disabled or have special educational needs, share in the outstanding progress.
- Attainment has been consistently high, so that pupils leave Year 2 with levels of attainment in reading, writing and mathematics that are well above average.
- Teaching is outstanding. Teachers are very effective in helping children in Reception and pupils in Years 1 and 2 learn to their full potential, so that they are very well prepared for moving to their next school.
- Pupils find the lessons interesting and work very hard to do their best.
- Pupils behave outstandingly well, both in lessons or when moving around the school.
- Attendance is above average. Pupils love coming to school and feel very safe. The school cares for all its pupils outstandingly well.
- The school is very proud of its success in giving every pupil the opportunity to take part in the many extra activities on offer every day outside the classroom.
- Leadership and management are outstanding. The senior leadership team, along with other leaders, regularly checks the quality of teaching and pupils' learning.
- Staff appreciate the many opportunities to develop their skills, often alongside colleagues from other schools.
- Governors are very active in school, both in getting involved in events and supporting the headteacher's drive to maintain the school's strengths. They are committed to improving the school still further. The school has improved considerably since its previous inspection, including in the quality of teaching.
- Pupils love not only the lessons but also the many clubs, trips and opportunities to do things in the local community.
- School leaders and other staff put a lot of emphasis on helping pupils develop a strong sense of personal responsibility and a good understanding of the wider world.
- Parents are full of praise for what this successful school does for their children.

Information about this inspection

- The inspectors observed 17 lessons, taught by nine teachers. Three of the observations were carried out jointly with the headteacher. Inspectors also visited some classes for shorter periods, and some of these visits were accompanied by the headteacher. Inspectors heard pupils read and looked at pupils' books.
- The inspectors held meetings with the headteacher, other staff and six governors.
- There were very few responses to the online questionnaire (Parent View), but inspectors took account of the school's own surveys of parents' views and had extensive conversations with several parents.
- The inspection team observed the school's work and scrutinised a variety of documents, including the school's evaluation of its own performance, minutes of governing body meetings, the school improvement plan, information on pupils' current progress and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional inspector

Joanna Pike

Additional inspector

Anne Stopforth

Additional inspector

Full report

Information about this school

- Wyndham Park Infants' School is slightly larger than the average-sized infant school.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and children with a parent in the armed services, is well below the national average.
- The proportion of disabled pupils and those with special educational needs supported by school staff is above average. The proportion of pupils needing additional support from outside school or with a statement of special educational needs is below average.
- There are three Reception classes and three classes in each of Years 1 and 2.
- The school runs a before-school breakfast club.
- The school shares a site with the junior school and a privately run pre-school.
- The school holds the International Schools award.
- The headteacher provides support for several other schools.

What does the school need to do to improve further?

- Make sure that teachers always provide activities to help more-able pupils do their best possible work in every lesson.

Inspection judgements

The achievement of pupils

is outstanding

- Children join Reception with levels of attainment broadly in line with those expected for their age. They make rapid progress in all areas of learning, for example in developing early writing skills, as seen in their learning journals. Children in Reception benefit from the teachers' high expectations. Inspectors saw children making outstanding progress as they collaborated together enthusiastically, for example improving their counting skills as they pretended to be shopping.
- By the time pupils leave school at the age of seven, their attainment in all subjects is well above average, and has been so for several years.
- Pupils make outstanding progress. This is the result of very effective teaching and the fact that pupils enjoy coming to school and are very keen to learn.
- Previous results in the Year 1 phonics check (assessing pupils' ability to link letters and sounds) were not as high as expected. The school's leadership addressed this by changing teaching groupings. The changes were made very quickly and have ensured rapid and sustained progress.
- All groups of pupils achieve outstandingly well. Progress is strong throughout the school. Pupils develop a high level of reading skills, reading with confidence and talking confidently about their reading habits. They take pride in presenting their work well. They learn different ways of solving mathematical problems and can explain the reasoning behind their calculations.
- Throughout the school, inspectors saw disabled pupils and those with special educational needs progressing quickly. They are often helped by teaching assistants in lessons or when working outside lessons individually with staff or in small groups. These pupils quickly gain confidence as well as improving their language and numeracy skills.
- Some previous differences in rates of progress between boys and girls have been reduced as the school has worked hard to provide the right levels of challenge and interest for all pupils.
- There are very few pupils in receipt of additional funding. They have, for a long time, attained better than similar pupils nationally, but in the past progressed at a slower rate than other pupils in the school. This gap has largely disappeared in reading, writing and mathematics as a result of the school putting extra resources into supporting them.
- If any pupils are in danger of not achieving as well as they should, staff discuss ways of helping them learn better, at pupil progress meetings, and then put appropriate measures in place.
- More-able pupils make outstanding progress as they move up through the school. Very occasionally, inspectors saw some of these pupils not achieving to their full potential in lessons. However, the work they usually do challenges their thinking effectively. Inspectors saw this, for example, when a group of more-able pupils learned how to use a thesaurus in order to develop a wider range of 'interesting' vocabulary for their written work.
- The school uses homework very effectively to reinforce and extend pupils' learning, and makes it clear to parents how they can help to boost pupils' skills at home.
- Parents were keen to tell inspectors how pleased they were with their children's progress, and how this gave them a very good start to their education in the junior school next door.

The quality of teaching

is outstanding.

- The school judges that teaching in the school has been outstanding for some time, and inspectors agreed. Teachers report that they have frequent opportunities to develop their skills further, and this is evident in the outstanding progress which pupils make.
- Pupils of all ages settle very quickly to work in lessons, whether working by themselves, working with each other, or listening to the teacher. Pupils clearly understand what teachers expect of them, for example when they have finished one piece of work and are moving to another. Pupils are used to checking the quality of their own work. When pupils talk to the whole class, which they do with confidence, other pupils listen well.

- Pupils benefit from the way teachers mark their work. Teachers provide helpful comments on how well pupils have done and how they can improve their work still further. In many books, pupils act upon the comments, for example in making corrections to misspellings or punctuation.
- Disabled pupils and those with special educational needs work very well with teaching assistants, who play a highly effective part in lessons so that the pupils develop the confidence to participate fully. They also make rapid gains in improving their basic literacy and numeracy skills.
- Pupils say that they enjoy the work they do because it is often challenging and 'fun'.
- Pupils not only show high level skills in reading, writing and mathematics, but also benefit from the school's emphasis on developing the skills of critical thinking from an early age. Inspectors observed this, for example, in a lesson on philosophy and thinking skills. The pupils discussed the rights and wrongs of always telling the truth. They responded well to sensitive, but challenging, questioning.
- Teachers told inspectors how they welcome the opportunities they have to share ideas and skills with each other and with their colleagues from other local schools. This experience also gives them confidence in checking pupils' work by assessing it together.

The behaviour and safety of pupils is outstanding.

- The behaviour of pupils is outstanding. It is evident in lessons, where pupils' keenness to learn is an important factor in their outstanding achievement. It is also evident when pupils are moving around the school between lessons, on the way to assembly and in the playground.
- Attendance is above average, which reflects pupils' enjoyment of school.
- The school provides a very wide range of activities. Almost every pupil, regardless of age, takes part in at least one regular activity outside of lessons. There are several sports clubs and other activities. Pupils also enjoy visits and the opportunity to take part in community events, for example working closely on a regular basis with a play house and other local organisations.
- The school works hard to develop pupils' sense of responsibility. As well as the school council, there are opportunities such as helping to decide the school's behaviour policy and taking on various leadership roles. The school also develops a sense of international understanding and responsibility in pupils. This is reflected in the International Schools award. Pupils communicate with schools in France and Uganda, and in assemblies and lessons they learn about different beliefs and values.
- The school's work to keep pupils safe and secure is outstanding. Parents and pupils told inspectors, as well as reporting in the school's own surveys, that pupils feel very safe in school. Incidents of bullying, including name calling, have been very few and dealt with promptly and effectively.
- The school ensures that safeguarding meets requirements. The school gives parents and pupils useful advice, for example about using computers safely. The Parent Support Adviser gives valued support both in and out of school to pupils and those families who have to cope with challenging circumstances.
- Parents told inspectors how sensitively and effectively the school supports pupils and parents. The quality of care and support is one of the many strengths of the school.

The leadership and management is outstanding

- The outstanding leadership and management are very evident from discussions with staff and parents. They all agree that the school has continued to improve in many ways since the previous inspection. Much of this is due to the headteacher's drive and determination. She has successfully united all staff in sharing her vision for continued excellence.
- The school has successfully tackled areas for improvement identified at the previous inspection, such as improving teachers' marking and raising the level of attendance.
- The leadership has devised a very successful method of assessing and tracking each pupil's

progress as they move through the school. School leaders hold regular meetings to discuss the progress of pupils and make sure that every pupil gets the help and support they need to be fully involved and successful in school. Consequently, this is a school which really practises equality of opportunity for all.

- School leaders at all levels regularly check the quality of teaching and learning and provide opportunities for staff to increase their expertise. This has helped maintain the strong level of progress. This is further supported by holding staff accountable, through linking pay to progress and targets.
- The leadership's checking of the school's performance, and its identification of strengths and areas for continued development, are very accurate. The results are seen in the school development plan, which focuses on appropriate priorities. By showing a strong record of success, the school also demonstrates a strong capacity to improve further.
- The school has very strong links with parents, for example through regular newsletters. Parents confirm how much they appreciate the communications and how responsive the school is to their questions and opinions.
- Another strength of the school is its partnerships with other schools. There are strong links with the on-site pre-school and junior school. These links provide professional development opportunities for staff and also have a positive impact on pupils' experiences. For example, pupils take part in joint events and attend each other's assemblies. Children from the pre-school and junior school attend Wyndham Park's very successful breakfast club, which provides a stimulating start to the school day.
- The school has used additional sport funding constructively. It buys in expertise to increase staff skills and give pupils high quality experiences in areas such as dance. The funding also helps to support the very high pupil participation rate in sports activities.
- The local authority has helped the school through providing some opportunities for staff development. Overall, the authority provides a light touch approach because it recognises the school's strengths. The headteacher provides advice and support for other schools. Staff from other schools visit Wyndham Park to observe practice in areas such as early years education.
- The leadership has given a lot of attention to constructing a timetable which develops key skills such as literacy and numeracy effectively. Not only this, there are many opportunities for spiritual, moral, social and cultural development. For example, the link with a school in Uganda enriches the taught topics and gives the school an international dimension.
- **The governance of the school:**
 - The governing body is enthusiastic about supporting the school. Its members are active in various ways, including visiting lessons, supporting readers, and attending events for parents. The governors also hold the leadership to account very effectively. For example, in recent months, governors have asked searching questions about developments in the timetable and the allocation of resources. Governors understand the impact both of sport funding on school sports provision and of additional funding on the progress of those pupils in receipt of it. They have a good grasp of attainment and progress data and understand the strengths in teaching. Governors support the leadership in making sure that teachers are rewarded according to their success in bringing about progress. They understand how pupils in the school achieve in relation to other schools nationally. They listen to reports from subject leaders. Governors take advantage of good opportunities for their own professional development. They ensure that the school meets statutory safeguarding requirements. They are not only proud of their school and its high profile in the local community, but they are as determined as the school leadership to keep moving the school forward.

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

Unique reference number	126246
Local authority	Wiltshire
Inspection number	439603

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Stephen Hackett
Headteacher	Alison Smith
Date of previous school inspection	30 June–1 July 2009
Telephone number	01722 334594
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