

# South Wootton Infant School

9 Church Lane, South Wootton, King's Lynn PE30 3LJ

<b>Inspection dates</b>	22–23 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, governors and staff have created a culture where everyone works together to improve pupils' outcomes, teaching, learning and assessment, and pupils' behaviour.
- Leaders have implemented an exciting curriculum with stimulating displays that engage pupils in their learning.
- Governors now challenge school leaders appropriately and make an effective contribution to school improvement.
- Teaching, learning and assessment are good. Teachers use their strong subject knowledge to develop pupils' learning in a wide range of subjects.
- The school engages well with parents. Parents say the school keeps their children safe. They value the support pupils receive.
- Pupils' standards by the end of Year 2 in reading, writing and mathematics have been significantly above national expectations since the last inspection. All groups of pupils now make good progress from their starting points.
- The highly effective teaching of phonics underpins the development of early reading and writing.
- The early years is a strength of the school. Children benefit from learning in an environment that is well suited to their needs.
- Pupils are proud of their school. Their attendance is high and they enjoy coming to school.
- Pupils' behaviour around school is good and most show positive attitudes to learning. These good attitudes contribute well to their spiritual, moral, cultural and social development.

### It is not yet an outstanding school because

- Leaders and teachers do not always make full use of the accurate information they collect about pupils' learning to ensure that pupils make accelerated and sustained progress.
- The most able pupils are not always challenged sufficiently to deepen their understanding further to enable them to reach the higher standards.

## Full report

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

- Improve the quality of teaching, learning and assessment to outstanding by:
  - ensuring teachers use assessment more precisely to plan effective learning so that all groups of pupils make accelerated and sustained progress across the curriculum
  - providing more opportunities for the most able pupils to deepen their knowledge, understanding and skills further so that a greater proportion can achieve the higher standards.
- Develop the capacity of leadership further by ensuring that senior and middle leaders drive improvement through sharper analysis of pupils' learning so that all groups make accelerated and sustained progress.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school's values of 'Smile, Work, Inspire, Succeed' capture the ethos of this school. The headteacher, staff and governors have worked together to ensure improvements in pupils' behaviour, the quality of teaching, learning and assessment, and pupils' outcomes. The school's development plan is an effective tool to ensure further school improvement.
- The headteacher and senior leader accurately recognise what makes teaching effective and what needs to be improved. Their expertise provides a firm base for future improvement in teaching and learning.
- The senior and middle leaders look at the progress pupils make in books and discuss this during pupil progress meetings. However, they do not fully analyse this accurate information about pupils' learning carefully enough to ensure that teachers' planning challenges pupils to make accelerated progress and enables the most able pupils to reach the higher standards.
- The performance of teachers is closely linked to the school's priorities to improve pupils' outcomes and the quality of teaching, learning and assessment. Staff praise the support they receive from leaders and their professional development to improve their skills, especially the teachers who are new to teaching.
- Leaders and governors now use the pupil premium funding for disadvantaged pupils appropriately. Staff are quick to provide effective support for them, which enables these pupils to do as well as or better than others within the school.
- The early years provision is a strength of the school. Teaching is highly effective, enabling pupils to make good progress from their starting points.
- The physical education and sports funding is used to enhance the teaching skills of adults, to buy resources and provide a wider range of sporting activities within school time.
- The school is successful in promoting equality of opportunity and in eliminating discrimination. For example, provision for pupils who speak English as an additional language is effective in helping them settle quickly into school life so that they are able to make good progress. Leaders and staff also ensure that pupils who have special educational needs or disability make appropriate progress from their various starting points.
- The school provides a stimulating curriculum with exciting starters and endings to fully engage pupils in their topics. Pupils enjoyed the planetarium visit at the end of the space topic and learned how to use maps at the beginning of this term's pirate topic. Opportunities to develop pupils' spiritual, moral, social and cultural development are threaded through the curriculum. Pupils learn about democracy and responsibility. School councillors confidently explain about their election. The school prepares the pupils well for life in modern Britain.
- Standards have been significantly high in reading, writing and mathematics over time, ensuring that the Year 2 pupils are well prepared for their new school. The school works with the nearby junior school to ensure a smooth transition. Additionally, the school provides a breakfast club which both infant and junior pupils can attend.
- The school has accessed valuable support from the local authority to support school improvement.
- The school engages well with parents. Parents who spoke to inspectors, or who responded to Ofsted's online questionnaire, Parent View, were positive about all areas of the school's work, especially when discussing the new reading and mathematics cafés. The vast majority would recommend this school to others.
- **The governance of the school**
  - Governors have benefited considerably from the local authority's external review of their performance following the previous inspection. Records of governors' minutes show that governors now ask pertinent questions about school improvement. Governors are more knowledgeable about the quality of teaching and pupils' outcomes. They understand how pupils are achieving compared to those nationally.
  - Governors know the school's strengths and what needs to be done to ensure further improvement through regular reviews of the school's action plan. Governors also visit the school to check its work for themselves.
  - Governors have a clear understanding of how the performance of staff is managed and how good practice is rewarded. They ensure that any underperformance is tackled appropriately.
  - Governors now check more carefully how the pupil premium and the sports funding is spent and the impact of this expenditure on improving pupils' progress.

- Governors keep pupils safe and secure. They ensure that the school’s culture is free from intolerance, and that pupils grow up respecting each other.
- The arrangements for safeguarding are effective. Training for staff is up to date and checked regularly. Staff use their training to keep alert to any signs that pupils may need additional support to keep them safe and well.

## **Quality of teaching, learning and assessment** is good

- Teaching is now typically good across the school. Pupils are keen to learn and this has helped to improve progress for all groups of pupils.
- Teachers usually have high expectations of pupils’ behaviour and what pupils should achieve. They have secure subject knowledge which enables them to plan exciting lessons to engage pupils enthusiastically in their learning. Teachers address pupils’ misconceptions quickly and use them as a teaching point to support the learning of others.
- The teaching of mathematics has improved and pupils’ achievement is good across the school. Pupils are provided with opportunities to apply their mathematical skills in real-life contexts and across other subjects. For example, Year 1 pupils measured the length of shadows accurately during their science lesson while describing what happens to shadows as the sun moves.
- The teaching of phonics (letters and the sounds that they make) is very effective across the school. Pupils use their knowledge of breaking down and building up words to support their reading and spelling.
- Pupils have various opportunities to apply their reading to support their learning. While making pirate artefacts, Year 1 pupils read information about them to aid their design. They successfully listed the equipment they required and wrote how they would complete the task.
- Teachers show pupils how to write effective prose to improve their writing skills. This enabled Year 2 pupils to confidently improve a pirate’s letter using persuasive vocabulary and connectives.
- Teachers’ feedback, whether written or oral, is helpful to pupils. It assists pupils to understand and improve their work.
- Teaching assistants make a valuable contribution to the pupils’ learning for all ability groups. They provide effective support for individuals or small groups who need extra help. However, occasionally a few pupils become over-reliant on this additional support, rather than trying to work things out for themselves.
- The corridor displays linked to the current topics are stimulating and motivate pupils even before they enter their classrooms. Pupils’ work is displayed, including their home learning, so that they can take pride in what they have accomplished.
- In some lessons the most able pupils are not provided with opportunities to develop their understanding and thinking skills more deeply. This results in a smaller proportion reaching the higher standards.
- Teachers use their knowledge of pupils to plan exciting lessons which enable pupils to make good progress. However, they do not always use this accurate assessment carefully enough to enable pupils to accelerate their learning to make even better progress.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school’s work to promote pupils’ personal development and welfare is good.
- Pupils enjoy school and want to learn. They form respectful relationships with adults and each other.
- Staff are skilled in supporting pupils’ personal, social, behavioural and emotional needs. They know the pupils well and are quick to respond sensitively to support those who are considered to be vulnerable.
- The arrangements to keep pupils safe are effective. Staff and governors undertake regular safeguarding training and work well with outside agencies to ensure the safety and welfare of pupils.
- Pupils say they feel safe in school and parents agree. Pupils talk to staff if they are upset or worried.
- Pupils know how to keep safe outside of school and when using computer technology. For example, they are very clear about not talking to strangers and not telling anyone their password.
- Pupils show pride in their school and in their roles of responsibility, such as a school councillor.

- The infant and junior pupils who attend the breakfast club benefit from healthy food, a wide range of activities and the opportunity to play with pupils of different ages.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils throughout the school are friendly and polite to each other and adults. They move around the school sensibly and safely.
- Most pupils show good attitudes to learning. Occasionally, a few pupils become less motivated and drift off-task when teachers' expectations are lower, but lessons are rarely disrupted by inappropriate behaviour.
- Playground behaviour is good. Pupils enjoy playing on the field, trim trail or playground. A healthy lunch is eaten in a calm environment, where pupils demonstrate good manners.
- Pupils respond positively to the school's system for managing behaviour. They take great pride in moving on to the different colours for good work and behaviour. They happily celebrate each other's success.
- Pupils state that bullying or aggressive language is not allowed. They trust adults to sort out any problems. The school's records show that behaviour is good. There have been no recent exclusions.
- Pupils like to come to school, enabling attendance to be high.

### **Outcomes for pupils**

**are good**

- Evidence in pupils' books, observations of pupils' learning, and the school's latest progress information indicate that pupils' outcomes are now good across all year groups and in all subjects. This is due to improvements in teaching, learning and assessment.
- Published data shows that by the end of key stage 1 pupils' standards have been significantly above national figures in reading, writing and mathematics since the last inspection. Current information for Year 2 pupils indicates that pupils will do as well this year.
- The proportions of children who achieve a good level of development at the end of Reception and who reach the expected standard in the Year 1 phonics screening check have also been above national figures since the last inspection and both are set to rise this year. This is due to effective teaching in the early years and Year 1, especially in the teaching of phonics.
- Progress is good within each year group and for all groups of pupils. The school's assessments show that pupils make good progress in reading, writing and mathematics. A scrutiny of pupils' books confirms that they also make good progress in other subjects.
- Disadvantaged pupils achieve as well as and sometimes better than others within the school because leaders and governors now carefully check how well they are learning. They benefit from a range of additional support and the expertise of their teachers to enable them to achieve well.
- Pupils who are at an early stage of learning English are given tailored support to improve their communication skills quickly. The school also makes effective use of external support. This results in these pupils making rapid gains in their learning.
- Pupils who have special educational needs or disability are given support in lessons and small groups to enable them to make good progress from their various starting points.
- Pupils are well prepared to move on to junior school. A smooth transition occurs because effective links are formed between the schools.
- The most able pupils make good progress but some of them have too few opportunities to deepen their knowledge and understanding to enable them to reach the higher standards of which they are capable.
- Pupils learn well, but the analysis of assessment information is not sharply focused on promoting the best possible progress for pupils.

### **Early years provision**

**is good**

- The stimulating early years provision is a strength of the school. The setting gives the children a good start to their school life. Children usually enter the Reception class with skills that are typical for those of their age. By the time they leave Reception, most have made good progress from their various starting points in acquiring the skills they need to enter Year 1.

- The effective early years leader has created a cohesive team that works well together. She understands the strength of the provision, and what needs to be developed further. Staff receive the appropriate training so that they support children's learning well.
- Teaching and learning and children's outcomes in the early years are good. Children learn well, both in structured tasks and when they choose their own activities. The indoor and outside learning environments motivate children's learning in all areas of their development.
- Teachers' assessments are accurate and activities are usually well matched to the needs of the children. Adults record children's learning electronically within focused and independent activities. However, occasionally this information is not used precisely enough to ensure children make the best possible progress.
- Pastoral care is extremely strong in the early years. Children are well looked after and kept safe. Adults maintain a calm atmosphere which keeps the children focused on their learning. The children work and play well together. They are happy to share and take turns.
- Additional support is put in place for disadvantaged children, those who are in the early stages of speaking English and those who have special educational needs or disability. This enables these children also to make good progress from their starting points.
- Children learn literacy skills well. They enjoy sharing books with each other and adults in the school's outdoor learning area. Phonics is taught effectively. The children use their knowledge of phonics to support their reading and writing skills. Pupils' writing books show that those children who started school either being able to make marks with pencils or writing individual letters can now write complete sentences. Children show perseverance in their writing. An example of this was seen during the inspection when children wrote pirate stories on large pieces of sugar paper.
- Children concentrate and enjoy their learning. For example during the inspection they enjoyed adding together a variety of numbers on the 'pirates treasure' during structured activities. The children themselves chose to extend their skills by painting their own calculations, which were subsequently displayed on the outside number washing line. The most able children are encouraged to work with higher numbers and negative numbers.
- Children have plenty of opportunities to learn a wide range of physical, artistic and creative skills. For example during the inspection children made 'wanted' pirate posters and carefully dabbed them with cold tea bags to make them look old. They were very proud when their finished posters were displayed straight away on the wall for everyone to see. Equally proud were the children performing their pirate dance to music as others used computer tablets to record their performance.
- When children are working independently, adults interact well and provide good levels of support and appropriate questioning to improve children's learning. This was seen by the inspector when children were extending their knowledge about floating and sinking. To make a pirate ship, children tested the plastic bricks to make sure that they would float. Then they decided to use string rather than glue to keep the bricks together because they thought the water would stop the glue from sticking. The teacher's questioning developed the pupils' ideas well.
- The early years staff have formed good relationships with parents. Parents regularly use the electronic technology to add information to their child's record of progress known as their 'learning journey'. Parents enjoy being involved with their child's learning through the new reading and mathematics cafés.
- All staff ensure that children are safe. Policies and procedures are implemented consistently to ensure safeguarding is effective.

## School details

<b>Unique reference number</b>	120903
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10009142

This inspection 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>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Johnston
<b>Headteacher</b>	Joanne Davenport
<b>Telephone number</b>	01553 671 552
<b>Website</b>	<a href="http://www.southwootton-inf.norfolk.sch.uk">www.southwootton-inf.norfolk.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@southwootton-inf.norfolk.sch.uk">office@southwootton-inf.norfolk.sch.uk</a>
<b>Date of previous inspection</b>	18–19 March 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- There is a below-average proportion of pupils from a range of minority ethnic backgrounds.
- There is a below-average proportion of pupils who speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is well below average.
- The proportion of pupils for whom the school receives the pupil premium is well below average. The pupil premium is additional funding for disadvantaged pupils known to be eligible for free school meals or who are looked after by the local authority.
- Early years provision is full-time for children in the Reception Year.
- The school has a breakfast club on-site under the school's governance for infant and junior pupils.
- There have been a number of new appointments to teaching posts since the last inspection.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspectors observed teaching and learning in 16 lessons. Four observations were carried out jointly with the headteacher and a senior teacher.
- The inspectors held meetings with governors, a representative of the local authority and school staff, including senior and middle leaders.
- The inspectors observed the school's work and looked at documentation, including teachers' planning, the school's analysis of its strengths and weaknesses, information on pupils' attainment and progress, records of behaviour and safety, the monitoring of teaching and management of teachers' performance, minutes of governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils as well as informal conversations with them during lessons and at breaktimes. Inspectors listened to pupils read and talked to them about books they enjoy.
- The inspector took account of 52 responses to the online parental questionnaire (Parent View) and spoke with parents informally at the beginning of the school day. The questionnaires completed by 11 members of staff were also considered.

## Inspection team

Julie Harrison, lead inspector	Ofsted Inspector
Susannah Connell	Ofsted Inspector
Nicholas Templeton	Ofsted Inspector

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