

Inspection of Wroughton Infant School

Wharf Road, Wroughton, Swindon, Wiltshire SN4 9LE

Inspection dates: 2–3 October 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Over recent years, there have been many changes at Wroughton Infant School including changes to the leadership and other key senior staff. The school is now more settled under new leadership. Pupils and staff told us that people here are 'proud to belong', and that expectations for everyone are high.

Learning is interesting, and fun. Visits and experiences, such as telling the story of 'The Gruffalo' in a wood, help to bring learning to life. Pupils value the regular events such as 'Terrific Tuesdays' and 'Fabulous Fridays'. They like learning alongside their parents.

There are displays of friendly characters, such as 'Little Miss Curious' around the school. These remind pupils about the school's positive learning habits, such as being curious, resilient and independent. Pupils try hard during their lessons.

Staff show pupils how to apply the school rules, to 'do it, use it and own it'. Pupils like the rewards that help them make good choices. The consistent approach helps to create a safe, secure place. Pupils are kind to each other. This is because of the care that adults take to show pupils how to respect other. Leaders react quickly and firmly if there are any bullying or friendship issues, but these are rare.

Staff listen to pupils. This helps them to become confident young learners. They are ready for their next steps in education. As the school council members determinedly told us, 'If something needs changing in school, we will do it!'

What does the school do well and what does it need to do better?

The new executive headteacher is supported strongly by the headteacher. Together, they have gained the trust of staff. These leaders make a united team. They work with integrity and a determination to improve the school further. They create a secure, respectful place to work. Staff enjoy their jobs. High-quality professional development, alongside frequent feedback and advice from leaders, supports them well.

Governors have an accurate view of the school and are ambitious for every child. Although the school's outcomes are good, leaders know there are some pupils who need more help to achieve well.

Many curriculum leaders are new to their roles. They are enthusiastic and ambitious. They want teachers to have the support and resources they need to teach well. They work with leaders in other schools, in particular with the junior school in the federation.

Subjects such as science and mathematics have a logical, planned sequence.

Lessons build on what has been learned before and this helps pupils to gain more knowledge. Pupils explained to us how the 'tree of triumph' helps them to know exactly what their next steps are in their writing. In addition, 'post-teaching' helps them to go over anything that they have not understood again.

Teachers read books to pupils with enthusiasm. But the range of books read to pupils in each year group is not planned in detail. In writing, staff plan how lessons link together. Leaders are working to refine the overview of writing so that they can check more precisely how well pupils gain knowledge over time.

Pupils learn phonics (letters and the sounds they represent) right from the start of their time in the Reception classes. Arrangements for how the teaching of phonics and early reading is organised in Years 1 and 2 have recently changed. However, curriculum leaders are not rigorous enough in making sure that teaching makes a positive difference for pupils. This is especially the case for those who need to catch up.

Many pupils are confident young readers. They enjoy reading and can talk about reading with family and friends at home. Some pupils, especially those who need more help at school to gain early reading skills, do not consistently get extra help. Some do not have the right books that match what they can read, and some do not read enough while at school. Leaders are not precise enough in their checking to ensure that these pupils achieve as well as they can.

Clubs such as cycling, art and yoga provide rich, extra experiences for pupils. Leaders are working on ensuring that disadvantaged pupils take part in these activities. They take care to make sure the few pupils who do not attend school often enough also join in.

In the Reception classes, the curriculum is planned carefully. It is based on what children already know and can do. There are lots of interesting activities both inside and outside. Staff form strong bonds with children and this promotes their emotional development. Parents say how pleased they are about how quickly their children have settled. Leaders are working on improving transitions even further. They want to make sure that children are better prepared for learning as they enter Year 1.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Children learn during lessons and in assemblies about how to keep themselves safe both while online and more generally. Training is in place for all staff and kept at a high profile through frequent discussion. Secure procedures are in place to check and manage recruitment. Staff identify those who may be at risk. They help reduce their risk of harm by acting quickly and working closely with a variety of agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Develop the roles of the curriculum leaders so that they consistently check that strategies support pupils well, especially for those who need to catch up, particularly in reading.
- Continue to develop the culture of reading by clarifying the reading curriculum so that pupils experience a wide range of high-quality books across the school.
- Ensure that outcomes, attendance and aspirations for disadvantaged pupils continue to improve so that more of these pupils are better prepared for their next steps.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126237
Local authority	Swindon
Inspection number	10033159
Type of school	Primary
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair of governing body	Andrew Moreton
Headteacher	Clare Keeping (Headteacher), Andrew Wilson (Executive Headteacher)
Website	www.wroughtonfederation.co.uk
Date of previous inspection	17 September 2008

Information about this school

- In January 2016, Wroughton Infant School became part of a federation with Wroughton Junior School. The two schools share a governing body, and each have a head of school. A new executive headteacher was appointed in November 2018. He began work to oversee both schools in April 2019. The headteacher listed in the school details is the head of school.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We had meetings with the executive headteacher and the headteacher. We also met with curriculum leaders and other teachers. Together with leaders, we observed learning across the school. We also observed breaktimes and lunchtimes.
- We met with several governors, including the chair of the governing body. We also had telephone conversations with the two school improvement partners who work with the school.

- We had a meeting with staff to discuss workload.
- Throughout the inspection, we looked at how well leaders create, and maintain, a strong culture of safeguarding. We met with the designated safeguarding leader. We checked that the school's safeguarding policy is in place and that it is understood and implemented by all staff. We talked to staff and parents about the school's work to keep pupils safe.
- We gathered parents' views at the start of each day.
- We agreed with the headteacher to look at some areas of the school's work in more detail. Together with senior and curriculum leaders, we carried out deep dives into early reading, writing, mathematics, and science. Deep dives include a series of connected inspection activities such as: discussions with leaders, visits to lessons, work scrutiny and discussions with teachers.

Inspection team

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Her Majesty's Inspector

Gina Cooke

Ofsted Inspector

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