

Inspection of a good school: Wildground Junior School

Armitage Avenue, Dibden Purlieu, Southampton, Hampshire SO45 4LG

Inspection dates:

15–16 October 2019

Outcome

Wildground Junior School continues to be a good school.

What is it like to attend this school?

The motto 'Nothing is impossible' underpins all aspects of the school's work. Leaders and teachers have high expectations for pupils. They go out of their way to raise pupils' aspirations. Leaders plan pupils' learning carefully. Pupils enjoy the interesting topics such as 'Russia, Roubles and Revolutions' that bring together their academic learning and deepen their knowledge of the world. Pupils are confident young learners who demonstrate a love of learning and strive to do their best.

Pupils enjoy school because leaders and teachers have created a happy and safe environment in which all pupils, regardless of background, are welcomed. Pupils behave well in classrooms and as they move around the school. Lessons are rarely disrupted by poor behaviour.

Pupils get on well together and they trust adults. They say that there is very little bullying. Occasionally pupils do fall out, but they either sort it out themselves or call on an adult who is only too willing to help them. Pupils respect staff and show respect towards each other. They feel that they are treated equally and fairly regardless of background.

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

Leaders, governors and staff are ambitious for each and every pupil, including those from the specialist resource provision for pupils with special educational needs and/or disabilities (SEND). Staff know pupils very well and ensure that they achieve well academically and personally. Leaders have mapped out the knowledge and skills in all subjects that they expect pupils to learn term by term. Disadvantaged pupils and those with SEND do equally well as other pupils. This is because staff provide the right help for them at the right time.

Leaders have made sure that all subjects are planned carefully. They ensure that each teacher knows what specific knowledge and skills pupils need to learn and in what order. For example, in mathematics, teachers set work that builds carefully on what has

previously been taught. This means that pupils deepen and extend their understanding of number. However, sometimes staff do not take close enough account of what pupils can already do when they start the school in Year 3. This means that some pupils spend too long practising what they can already do very well.

One of the strengths of the school is the way that leaders have developed the curriculum so that pupils receive a wide, rich set of experiences that support their broader development. For example, there are plenty of trips and visits where pupils develop their social skills and cultural understanding. Teachers also allow time for pupils to work on tricky topics that help to develop resilience and independence.

Leaders see reading as a high priority. All of the pupils I spoke to said that they love reading and read often in school. Older pupils read challenging books. Skilful teaching helps them to read between the lines to gain a deeper understanding of what they are reading. Some younger pupils do not read as well as they should when they join the school. They do not have a secure enough grasp of phonics to read fluently and confidently. Leaders are concentrating on further developing staff's skills to teach early reading. However, occasionally, the books these pupils read do not allow them to practise the sounds they learn. This hinders them catching up.

Pupils show a real sense of enjoyment in their learning and they behave well. They are polite and friendly and work well with each other. They are proud that there is no discrimination or name-calling and that they all help each other to learn. Some pupils do need more support to manage their own behaviour. Staff provide this well and learning is not disrupted. Staff deal well with the rare occasions of bullying.

Safeguarding

The arrangements for safeguarding are effective.

All necessary checks have been made on adults working in and visiting the school. Staff have received suitable training and know what to do should they have a concern that a child might be at risk from harm. Staff understand their responsibilities and take swift action when necessary. Leaders work well with external partners who provide help for vulnerable pupils and their families.

Pupils are taught to stay safe, including when online. For example, they know that they should not give out any personal information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most pupils achieve well by the time they leave the school in Year 6. However, some do not get off to a quick enough start in the lower part of the school. This is because some teachers do not check carefully enough what pupils know and understand already. This means that some pupils are set work that is not hard enough. Leaders

need to make sure that all teachers plan work that is sufficiently challenging and based on what pupils can already do and what they need to learn next.

- Leaders give reading a high priority across the school. However, some younger pupils do not have a good grasp of phonics to help them to read fluently and confidently. Leaders need to ensure that teachers are skilled to give rapid and effective help to those pupils so that they catch up quickly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2016.

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 are 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	115883
Local authority	Hampshire
Inspection number	10111347
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Debbie Sawyer
Headteacher	Amanda Mullett
Website	www.wildground.hants.sch.uk
Date of previous inspection	17–18 March 2016

Information about this school

- There have been several changes in the teaching team since the previous inspection. Two new teachers joined the school in September this year.
- There is a specialist resource provision for nine pupils who have social, emotional and mental health needs. Wherever possible, these pupils are taught in the main school.

Information about this inspection

- I evaluated the quality of education by looking in detail at the teaching of reading, mathematics and design technology. I discussed the curriculum design and delivery with staff, carried out lesson visits, looked at pupils' work, listened to pupils read, and spoke to pupils, teachers and teaching assistants about the subjects taught.
- I met with the executive headteacher and other school leaders throughout the inspection. I also met with school governors and an adviser from the local authority.
- I spoke to pupils from every year groups about the school and took into account the 18 responses to the online pupil survey.
- I took account of the 44 responses by parents and carers to Ofsted's Parent View survey and the 43 free-text comments.

- I also took into account the views of staff by looking at the 20 responses to the online staff survey.
- I evaluated the effectiveness of safeguarding by reviewing leaders' knowledge, records and actions. I looked carefully at records and documentation showing how the school keeps pupils safe. I met with the designated safeguarding lead and spoke with pupils and staff.

Inspection team

Joy Considine, lead inspector

Ofsted Inspector

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