

Inspection of Widcombe Infant School

Archway Street, Bath, Somerset BA2 4JG

Inspection dates: 3 and 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Widcombe Infant School under section 5 of the Education Act 2005. However, Ofsted previously judged Widcombe Infant School to be outstanding, before it opened as an academy. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in Widcombe Infant School's effectiveness before and after it converted to academy status.

What is it like to attend this school?

Widcombe Infant School is a happy, safe place to learn. Pupils are at the centre of everything the school does. Leaders are ambitious for all pupils. Parents are overwhelmingly positive about the care and guidance provided for their children. One parent stated, 'This is a lovely, supportive school that nurtures and takes a strong interest in every child.'

Pupils love coming to school. This is reflected in their high attendance. Pupils appreciate the wide range of opportunities offered to them. This makes a strong contribution to their outstanding personal development. Highly effective pastoral support ensures all pupils are ready to learn.

Staff have high expectations of pupils' behaviour. Pupils behave well in lessons and during social times. Low-level disruption is rare. Pupils are respectful and polite to one another. They understand what bullying is. Pupils say that bullying happens very occasionally. They are confident that when it does happen, adults deal with it well.

The school's ethos is fully inclusive. This supports everyone learning and working in this diverse community. Staff know and understand the pupils very well. Highly effective relationships and positive interactions permeate the daily life of the school.

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

Leaders have high expectations for all pupils. The headteacher is passionate about her work and is well respected by staff and the community. Pupils and adults are cared for and supported well. Staff appreciate and recognise the importance placed on everyone's well-being. They value the opportunities provided to them for their own professional development.

Leaders prioritise reading. They ensure that all pupils master learning to read. From the moment children join in Reception, they learn phonics. Staff are well trained. They adapt their teaching to meet the needs of individual pupils. Early checks on pupils' progress enable staff to provide further support quickly so pupils do not fall behind. Teachers carefully select stories they want pupils to know and remember. These texts support pupils' personal, social and emotional development, including in the early years. As a result, pupils are developing into competent and confident readers. They understand the importance of being able to read fluently. However, some pupils do not talk about reading being an enjoyable thing to do.

Leaders have carefully organised the mathematics curriculum. Pupils enjoy mathematics and are keen to learn. They use a range of mathematical vocabulary well to support their understanding. Careful checks on how well pupils are doing mean that teachers are clear about pupils' next steps. As a result, pupils, including those with special educational needs and/or disabilities (SEND), make progress well. In the early years, staff provide relevant opportunities to develop children's

mathematical skills. Children encounter a range of mathematical language through effective, careful talk.

Leaders have worked diligently on developing plans for all subjects across the wider curriculum. Effective subject leadership, for example in science, is enabling all leaders to support curriculum development across the school. As a result, there is a well-sequenced and relevant curriculum in place. However, teachers do not always make the important knowledge they want pupils to know and remember clear. Consequently, sometimes pupils cannot explain what they already know well enough.

Relationships are based on mutual respect. One pupil described respect as 'being kind and not making fun'. Staff help pupils with SEND to learn successfully. They consider pupils' individual needs well and adapt learning as necessary. Teachers benefit from using effective external support when appropriate.

Pupils behave well during social times and when they are learning. They understand why they need to act kindly towards everyone. On the rare occasions when pupils do not behave, staff deal with this quickly so that learning is not interrupted.

Leaders have a clear and accurate view of the needs of their community. High-quality pastoral support and positive engagement with parents ensure that each child is seen as a unique individual. Pupils gain confidence and resilience on a daily basis. This is through the strong and trusting relationships as well as the taught curriculum. Leaders go above and beyond to plan a wealth of rich experiences beyond the classroom. Pupils talk excitedly about these opportunities, including forest school and being members of the school council.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and keep pupils safe from harm. Leaders ensure that all staff are knowledgeable and receive frequent, up-to-date safeguarding training. As a result, staff have a clear understanding of the processes and procedures when reporting concerns. They know leaders take their concerns seriously. The support for vulnerable pupils is strong. Leaders go out of their way to ensure families access the help they need.

Pupils and parents agree that the school is a safe place to be. Leaders have ensured that the curriculum supports pupils' understanding of staying safe in a range of situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A well-sequenced curriculum is in place. However, sometimes pupils do not articulate their understanding of previously learned knowledge in some subjects well enough. Teachers need to be explicit in what they want pupils to know and by when, to ensure that key content is remembered and built upon each year.

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 information from Ofsted Parent View 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 the school and 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	143010
Local authority	Bath and North East Somerset Council
Inspection number	10199337
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	Board of trustees
Chair of trust	Ruth Balch
Headteacher	Alison Watts
Website	www.widcombeinfantschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Widcombe Infant School joined the Palladian Academy Trust in August 2016.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the deputy headteachers, including the special educational needs coordinator, the early years leader, representatives from the trust, groups of staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers and pupils and

looked at samples of pupils' work. An inspector looked at the curriculum plans for physical education and personal, social, health and economic education.

- An inspector listened to pupils from Reception, Year 1 and Year 2 read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke with pupils to discuss their views on the school.
- Inspectors looked at how the school keeps pupils safe. The lead inspector met with the designated safeguarding leads. An inspector scrutinised the school's single central record.
- Inspectors considered 42 responses to the online survey Ofsted Parent View, including 26 free-text responses, and 49 responses to the pupil online survey.

Inspection team

Heather Barraclough, lead inspector

Her Majesty's Inspector

Julie Fox

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021