

Inspection of Wootton Bassett Infants' School

High Street, Royal Wootton Bassett, Swindon, Wiltshire SN4 7BS

Inspection dates: 24 and 25 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils describe their school as kind and friendly. They say that everyone is welcome. Pupils, including those with special educational needs and/or disabilities (SEND), enjoy learning a wide range of subjects, including art, geography and computing. They particularly enjoy the wide range of exciting experiences they have to make their learning memorable, such as a trip to the steam railway and a visit from a local beekeeper.

Leaders and staff have high expectations of pupils' behaviour. Pupils respond well to these. They are adamant that bullying does not happen. There is a calm and orderly atmosphere in lessons and around the school. During social times, pupils play well together and take part in playground games. Relationships between pupils and adults are positive. Pupils feel safe. They know that adults would help them if they had a worry or concern.

Pupils have positive attitudes and are keen to learn. They enjoy the opportunities given to develop their leadership skills, and the 'special meetings' they attend as a school council representative. They say that their job is to 'make the school a better place'.

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

Leaders, including governors, have been relentless in their drive to improve the quality of education since the previous inspection. Leaders are aspirational for all pupils, including those with SEND. Staff feel well supported in their roles. They feel valued by leaders and say that there is a strong sense of being part of a team.

Leaders prioritise reading. From the moment children join Reception Year, they learn phonics. Staff promote children's love of reading by ensuring they encounter high-quality texts. Leaders have recently introduced an effective phonics programme which supports pupils to learn to read well. Assessment information identifies pupils who are in danger of falling behind. However, some pupils who struggle to read do not have books that precisely match the sounds they know. This hinders their ability to read fluently and with confidence.

Leaders have strengthened the approach to teaching mathematics. As a result, pupils progress well through the curriculum and retain what they have learned. Where there are gaps in what pupils know, teachers adapt the learning to revisit important knowledge. There has been a strong focus on developing the use of accurate mathematical vocabulary. This supports pupils well to explain their understanding of concepts. For example, pupils can explain the commutative law when using their knowledge of the five times tables. Pupils with SEND are well supported by adults. Adaptations to learning mean that pupils with complex needs access the same curriculum as their peers.

Leaders have brought about positive changes to the design of the curriculum in the wider subjects. They have identified the ambitious end-points they want pupils to achieve in most subjects. However, in some subjects, leaders have not identified the important knowledge they want pupils to know. This means that some pupils do not build their knowledge well over time. There are gaps in what they know. In art, for example, pupils do not acquire the essential knowledge they need in drawing techniques so that they can use these in their artwork. Pupils are not clear about how to get better at art or how to explain the techniques they have used.

Leaders provide a range of experiences to extend pupils' wider development. From Reception Year, children learn how to keep themselves healthy. Leaders organise visits from the local dentist to support pupils to learn how to brush their teeth and to understand the damage that sugar can do. Pupils learn about other world faiths and cultures. They understand the importance of different festivals and places of worship. Pupils are proud to represent the school on the 'eco-committee'. They understand the role they have as a responsible citizen to look after the world. Many enjoy being 'litter pickers' and 'milk monitors'. Pupils understand that they can help others who are less fortunate than themselves. They spoke about the food that they donated to a local food bank.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive extensive training so they can identify pupils who may be at risk of harm. Staff are vigilant, and report concerns promptly. Leaders ensure that pupils and families who need support from external agencies receive it in a timely manner. Leaders respond to local safeguarding concerns. They ensure that staff are kept up to date with these.

Leaders ensure that required employment checks are made so that adults who work with the pupils are suitable.

Pupils know how to keep themselves safe, including when online. They know about the importance of not sharing passwords or personal information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, leaders have not identified the essential knowledge they want pupils to learn. This means that there are gaps in what pupils know. Leaders need to identify the knowledge they want pupils to know and remember and then check pupils' understanding.
- Some pupils who struggle to read do not have books that match the sounds they know. This impacts on their fluency and confidence. Leaders need to ensure that

books precisely match the sounds that pupils know so that they can build words and read well.

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.

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	126235
Local authority	Wiltshire
Inspection number	10241242
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair of governing body	Michelle McDermitt
Headteacher	Alison Pass
Website	http://woottonbassett-inf.wilts.sch.uk/
Dates of previous inspection	27 and 28 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use an alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of work.
- Inspectors also spoke to leaders and pupils about the curriculum in art and computing.

- Inspectors met with the headteacher, governors, subject leaders, the special educational needs coordinator, groups of staff and a representative from the local authority.
- The lead inspector listened to children in Reception Year and pupils in Years 1 and 2 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and during social times. Inspectors spoke to pupils to discuss their views of the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Claire Fortey

Ofsted Inspector

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