

Inspection of a good school: Wildground Infant School

Crete Road, Dibden Purlieu, Southampton, Hampshire SO45 4JX

Inspection dates:

12 and 13 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection

What is it like to attend this school?

The possibilities are endless for pupils who attend this school. Leaders are aspirational for all pupils. Pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well. Pupils consistently meet the high expectations that adults have of them.

Pupils' behaviour is excellent. Wildground Infants is a calm and purposeful place to learn. Pupils are happy here. Playtimes are busy and fun, and pupils feel safe. They know that grown-ups will listen to them if they have any worries. All staff who work in the school understand their role in keeping pupils safe.

Pupils understand the school's 'REACH' values of respect, excellence, ambition, care and honesty extremely well. Pupils and staff strive for excellence in all they do. Pupils understand about treating everyone fairly and how this may look different for some of their classmates. For example, pupils who find it harder to manage their behaviour and feelings receive expert support to help them get back on track quickly.

Parents love the school. One parent's comment, typical of many, was, 'The staff are incredibly hardworking and my child is thriving here.'

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

The school's ethos to 'learn and succeed together for the journey ahead' permeates all aspects of school life. All staff buy into the collegiate approach in doing the very best for all pupils. Staff are very positive about working at the school. They appreciate how well the school supports their well-being. Governors know the school well. They provide intelligent support and challenge. They make sure that pupils, particularly the most disadvantaged, achieve well.

The school has an ambitious and established curriculum in place from nursery to Year 2. This curriculum offer starts with an exceptional early years setting where staff are experts in early education. Staff take into account the children's starting points skilfully. Children benefit from well-planned activities that teachers choose carefully to develop children's knowledge and language. Staff use different communication strategies as needed. They communicate effectively with all children, including those with complex speech, language and communication difficulties. At the time of the inspection, some of the two-year-olds had only attended the school for a matter of days. They quickly become more independent and confident. Already, children have formed close bonds with staff and their peers.

There is strong subject expertise throughout the school. The curriculum identifies the most important knowledge and vocabulary that pupils need to learn and remember in all subjects well. Teachers have excellent subject knowledge and a detailed understanding of the school's curriculum. Staff teach the curriculum with precision. They design lessons that build on pupils' previous learning well.

Behaviour in lessons is excellent and pupils work hard. Current pupils learn very well. In the past, disadvantaged pupils have not attained highly enough in mathematics at the end of key stage one. The school has responded effectively and has recently introduced a new mathematics scheme. This is already having a very positive impact on learning, including for disadvantaged pupils.

All pupils study the full range of the curriculum, including those who attend the resource provisions. No child misses out on any opportunity that the school offers. All are rightly proud of the inclusive nature of the school. The school identifies pupils with SEND effectively and accurately. This is reflected in the support teachers give to these pupils. Staff adapt the curriculum skilfully so that every child can be a successful learner.

The school teaches reading well. Staff are well trained in the agreed phonics programme and model sounds precisely. Teachers use assessment well to check that each pupil is keeping up. If pupils fall behind, they receive the help and support they need and catch up quickly. Pupils enjoy reading and listening to stories. Staff consistently model and encourage the use of new vocabulary.

Pupils benefit from a wide range of enrichment activities within the curriculum. The school provides a plethora of clubs based on current pupils' ideas and interests, including the fossils and bug club. Pupils enjoy learning to play musical instruments and represent the school in sporting activities. Staff provide high-quality pastoral care. Pupils have an age-appropriate understanding of how to keep safe online. They learn to care and be responsible for others. For example, Year 2 pupils raise money for their partner school in Kenya annually. Pupils develop empathy and understanding of others well.

Safeguarding

The arrangements for safeguarding are effective.

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/outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115885
Local authority	Hampshire
Inspection number	10241981
Type of school	Infant
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair of governing body	Debbie Sawyer
Headteacher	Amanda Mullett
Website	www.wildground.hants.sch.uk
Dates of previous inspection	12 and 13 September 2017

Information about this school

- The school is federated with the on-site junior school.
- The federation has three resourced provisions for pupils who have special educational needs and/or disabilities. A pre-school provision provides 14 places for three- to four-year-old children who have speech, language and communication difficulties. This is based on the infant site. The other two resource provisions, one for pupils with social, emotional and mental health needs and one for pupils with autistic spectrum disorder, take pupils from across the primary age range. These resource provisions are based in the junior school. Wherever possible, pupils are taught in their main classroom.
- Since the last inspection, the on-site nursery has become part of the school. Recently, this has grown in size and now includes provision for two-year-olds. Currently, there are 13 two-year-old children on roll.
- The school does not currently make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector completed deep dives in these subjects: early reading, mathematics and computing. She discussed the curriculum, spoke to staff and pupils, visited lessons and looked at samples of pupils' work. The inspector heard pupils read to an adult from the school. The inspector also discussed the curriculum in some other subjects. She visited all three resource provisions attended by pupils at this school.
- The inspector met with senior leaders, staff and pupils. She also met with members of the governing body, including the chair.
- The inspector held a telephone call with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documentation, including the school's self-evaluation and improvement plans.
- The inspector met with leaders and staff to discuss pupils' wider development, pupil behaviour and staff well-being and workload.
- The views of parents were gathered through Ofsted's online survey, Ofsted Parent View, and the associated free-text comments.
- The inspector also took account of responses from staff and pupils to Ofsted's online surveys.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

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