

Inspection of South Wonston Primary School

Downs Road, South Wonston, Winchester, Hampshire SO21 3EH

Inspection dates: 11 and 12 June 2024

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 Good

What is it like to attend this school?

Pupils are safe and happy. Pupils know the school's values of 'Be ready, be safe, be kind' and talk confidently about how these are celebrated through rewards and weekly celebration assemblies. A significant number of pupils come from families who work in the armed forces who join or leave the school periodically. However, pupils develop a sense of belonging quickly and are nurtured thoughtfully. Celebration events such as Armed Forces Day and visiting speakers are used to help pupils forge close links to the community successfully. In classrooms and on the playground, pupils are calm and orderly. Behaviour is positive throughout the school. If some pupils find self-control more challenging, the headteacher leads by example in managing this sensitively. The school is proactive and determined in implementing recent changes to the behaviour management policy.

Staff have high expectations for pupils' learning. By the end of key stage 2, pupils achieve consistently high standards in reading and mathematics but less strongly in writing. Pupils with special educational needs and/or disabilities (SEND) learn effectively. The school has a forensic approach to supporting pupils' positive attendance and works with pupils who may be at risk of lower attendance closely, with notable impact. Consequently, pupils attend school regularly and punctually.

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

The school is ambitious for all pupils across the curriculum. This begins in Reception, where staff create a vibrant and enchanting learning environment that builds children's knowledge and vocabulary effectively. Children in the early years are confident and independent. They sing songs, take turns, and play together happily. Early years staff have expert subject knowledge and help pupils to learn strongly. Where necessary, staff work closely with external agencies to help remove barriers to learning for pupils with SEND. Disadvantaged pupils' needs are considered in carefully planned ways. Staff adapt the curriculum well and then check what children have learned to adjust their provision adeptly. Personal, social and emotional development is taught excellently.

Across the school, most aspects of core and foundation subjects are taught effectively. The school has identified the precise knowledge and skills that they want pupils to learn. In most classes, staff have effective subject knowledge. In subjects such as history, teachers use their subject knowledge to present information clearly and build pupils' learning within lessons and over time. In geography, for example, staff teach about interpreting maps and making comparisons of different places effectively. Most staff are confident in responding to pupils' errors and misconceptions meaningfully.

The curriculum has undergone many recent modifications. Some staff do not yet implement some of these developments as effectively as they could. In some subject areas in the wider curriculum, a small proportion of pupils do not learn as securely as they could. Equally, pupils' writing is not developed fully effectively,

including in their work across the curriculum, which means that they do not achieve highly enough.

Reading is prioritised effectively. Staff follow the school's chosen phonics scheme closely. Reading books match the sounds that pupils have learned and pupils use phonics strategies to decode and blend unfamiliar words with increasing confidence. If any pupils fall behind with their reading, they receive intensive support to catch up to their peers. The school helps pupils to develop a love of reading, with regular opportunities to share high quality modern and heritage texts. Pupils use the school library widely and key texts are linked to other areas of the curriculum where possible. For example, older pupils talk happily about performing in 'Olivia Twist', a modern play that links to one of the classic texts that they read.

Pupils engage fully with the wide range of clubs available to them. There are many sporting and artistic opportunities, including football, drama and service families' clubs, which help pupils to instil a sense of belonging and increased confidence. The school is highly inclusive. Pupils are very accepting of those who may have different beliefs, appearances, or protected characteristics. Pupils are highly motivated to play competitive sports against other schools through participation in activities such as athletics and tag rugby. Pupils thrive in the many roles and responsibilities that they have, such as 'Junior Road Safety Officers', house captains and school librarians.

The school has worked hard to implement significant revisions to policies and practice in a short period of time. Governors are committed to achieving a high-quality education for all. Governors understand and review the strengths and areas for improvement for the curriculum robustly. Parents are generally supportive. Many shared their appreciation for the staff team and how the school engages with families. One parent summarised the thoughts of many others, saying, 'It is a wonderful school...the new headteacher is a fantastic addition and has made many changes that have had a huge positive impact.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum has been redeveloped recently. In some foundation subjects, new approaches are not taught as consistently well across the staff team, and some aspects do not have the full impact on pupils' learning that is intended. The school must provide appropriate staff training and development and ensure that the full curriculum is implemented effectively to help all pupils achieve highly.
- Writing outcomes are not as strong as they could be across the curriculum, particularly in key stage 1. Some pupils do not have deep enough knowledge and understanding and do not apply their learning in writing as securely as they

could. The school should further develop its approach to teaching writing to ensure that all pupils are prepared for their next stage of education as well as they can be.

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	116034
Local authority	Hampshire
Inspection number	10321810
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair of governing body	Julie Amies
Headteacher	Jessica Lott
Website	www.southwonston.hants.sch.uk
Date of previous inspection	22 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative providers.
- The school offers a breakfast and after-school club.

Information about this inspection

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

- 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 COVID19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the staff and the members of the governing body, including the chair of governors. The inspectors also met with a representative of the local authority and other leaders within the school.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, and geography. For each deep dive, the 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 pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings, local authority visit reports and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector	His Majesty's Inspector
Carla Laney	Ofsted Inspector
Paul Shaughnessy	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 looked after children, 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 2024