



# Wootton Bassett Infants' School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 126235  
**LEA** Wiltshire  
**Inspection number** 282078  
**Inspection dates** 6 October 2005 to 6 October 2005  
**Reporting inspector** Malcolm Greenhalgh RISP

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Community		Wootton Bassett
<b>Age range of pupils</b>	4 to 7		Swindon, Wiltshire SN4 7BS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01793 852254
<b>Number on roll</b>	138	<b>Fax number</b>	01793 852254
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	23 May 2000	<b>Headteacher</b>	Mrs Kate Fullam

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

The school is situated on the slopes of a steep hill in the centre of the market town of Wootton Bassett. Pupils come from a wide range of home backgrounds although very few have free school meals. A very small number of pupils speak English as an additional language and a small number have learning difficulties.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The effectiveness of the school is satisfactory and this judgement reflects the school's own view of itself. Pupils are very well cared for and this ensures the pupils' personal development is good. They make satisfactory progress in reading and mathematics and good progress in writing as they move through the Reception year and into Years 1 and 2. This is the result of sound teaching in each of the classes and a particular focus on writing. Standards in Reception and at the end of Year 2 vary year on year between average and above average because of the different abilities of pupils in each year group.

The school has been successful in keeping a broad and well balanced curriculum in Reception and in Years 1 and 2 to ensure the personal needs and interests of the pupils are met and that all pupils enjoy their time in school.

Leadership and management of the school are satisfactory which has ensured that the school has made sound progress since the last inspection. The headteacher and chair of governors work effectively together creating an atmosphere that helps all staff and governors to work hard and ensure that the school is in a sound position to improve further. Recent improvement in the quality of writing is a good example of how the staff works effectively as a team to improve standards. Overall, the school provides satisfactory value for money.

### What the school should do to improve further

- establish a clearer view about the rates of progress made by all pupils and specific groups of pupils in each class
- use the information gathered on pupils' progress to ensure the support provided in lessons enables all pupils to make good rather than satisfactory progress.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Attainment on entry into school varies from year to year, which leads to variations in the standards pupils attain at the end of Reception and Year 2. In 2005 for example, results in tests were above average and much better than in 2004, in reading, writing and mathematics although, in both instances, pupils made satisfactory progress. Having said that, because of the school's focus on developing pupils' writing in recent years, the progress of Year 2 pupils was good compared to the satisfactory progress they made in reading and mathematics. In Reception, the children make good progress in their personal and emotional development enabling them to settle in quickly. The school identifies 'satisfactory' and 'challenging' targets for pupils to achieve and provides additional support for particular groups of pupils, including those with learning difficulties, if they are not on course to meet their 'satisfactory' targets. This ensures that pupils do make satisfactory progress as they move through the school. However, the school does not

do the same for those pupils who are not on line to achieve their 'challenging' targets and therefore not enough pupils make good progress.

Grade: 3

## **Personal development and well-being**

**Grade: 2**

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. The school considered multicultural education as a weakness but because of improvements the pupils now have a good understanding of different cultures and religions.

Pupils enjoy coming to school and get on very well with each other and with adults. However, attendance levels are only satisfactory because of the number of holidays taken during term time. Pupils are very chatty and inquisitive and are not afraid to ask questions. They are keen to contribute to what goes on in school and, through the school council, now have a formal means of making their voice heard. Having their concerns met in the past has helped to ensure that they know their views are valued. Pupils' behaviour is good and tiffs between pupils are quickly resolved and, as a result, pupils feel safe and secure. They are also very conscious of the dangers around the school and take great care to ensure they do not harm themselves. For example, children in the Reception class are very careful when riding their bikes down the sloped playground. The school's policy on healthy eating has had a good influence on the pupils' liking for fresh fruit and vegetables. The pupils also have a positive view about exercise and are keen to participate in the good opportunities they have during lessons and at playtimes. The pupils are developing good social skills and have a sound grasp of literacy, numeracy and information and communication technology (ICT) skills, preparing them well for life ahead.

Grade: 2

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

The quality of teaching and learning is satisfactory. Although the school judged teaching to be good and learning satisfactory the inspection evidence shows that teaching does not have a strong enough impact on learning to enable pupils to make better than satisfactory progress. Teachers plan their lessons well to ensure that activities are enjoyable and that they engage and interest the pupils in their learning. There were good instances of this in lessons during the inspection. For example, children in Reception and Year 1 created a fruit salad to celebrate the Jewish festival of Sukkot and very much enjoyed eating it later in the day. Teachers provide different activities for specific groups of pupils so that there is an appropriate level of challenge. However, the activities are not geared as well as they might be to what the different groups are expected to learn. Also, the information gathered on how well the pupils

are doing is not used effectively enough to ensure the pupils are sufficiently well challenged to ensure they make good progress. The school is aware of this and has identified the need for a more rigorous approach towards the use of information to ensure lessons have a sharper challenge for all pupils.

Grade: 3

## **Curriculum and other activities**

**Grade: 2**

The school provides a good curriculum. This is a better judgement than that given by the school and this is because the school has not given itself enough credit for the breadth of opportunities it provides for the children in Reception and for the pupils in Years 1 and 2. The school plans its curriculum effectively so that there are ample opportunities for pupils to do well in all subjects. This has a positive effect on their personal development and their understanding of the world around them. The curriculum is further enhanced through activity weeks. For example, during the inspection, the school was in the middle of a 'festival' week which provided pupils with a rich introduction to a range of festivals celebrated throughout the world. It was very evident that the pupils thoroughly enjoyed this cross-subject approach and gained a significant insight into how other people lived their lives.

Grade: 2

## **Care, guidance and support**

**Grade: 2**

The school works very hard and successfully to ensure that all pupils are well cared for and are given good advice and support in their personal development and sound advice and support in their academic development. The school is particularly strong in ensuring pupils are safe, secure, healthy and self-confident. All members of staff contribute effectively to this aspect of the school. All child protection and risk assessment procedures are regularly reviewed and this ensures they are implemented consistently during lessons and playtimes. The school also works effectively with parents who make a valuable contribution to how well their children learn. For example, the opportunity to provide comments in the home/school liaison books is an effective way to help ensure their children make sound progress. Consequently, parents are very supportive of what the school is doing.

Grade: 2

## **Leadership and management**

**Grade: 3**

The leadership and management of the school are satisfactory. This view is not as high as the school has of itself. This is because the school does not check pupils' progress well enough to ensure it is good rather than satisfactory in all instances. However, the school's recent actions have made a difference in writing and it is now focusing on

improving reading and mathematics. It has also done particularly well to ensure that the pupils' personal development is good. The school is keen to help pupils make faster progress and, overall, has a sound view of how well pupils are doing, what the school generally does well and what it needs to improve. The headteacher is very supportive of those who work in the school and all staff work effectively as a team. The chair of governors is very knowledgeable about the school and is also very enthusiastic about the school's future. She is well supported by other governors and provides important challenge to help ensure the school is effective in what it is trying to do. Day-to-day management is smooth and uses all finances, staff and other resources effectively. The school is soundly placed to improve further.

Grade: 3

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

7th October 2005

Dear Children,

It was a delight to meet so many of you when we visited your school recently. It was good to see you enjoying the special 'festival' week the teachers had worked very hard to put together for you. There are lots of good things your school is doing and some things we think could be done a little better. These will help you all to make as much progress as you can by the time you move on to your next school.

What we liked most about your school:

how your headteacher and the rest of the staff look after you and the way they try hard to make the lessons enjoyable

the way you treat each other and the way you behave in the classroom and around the school

the range of subjects the teachers give you to do and the fact that they ensure you know how to stay safe and healthy

how your writing skills are getting better

the way the headteacher, teachers, the other adults around the school and the governors work hard together.

What we have asked your school to do now:

to keep a closer eye on how well you are doing in class

to make sure you get the right sort of help to make sure you do better.

Thank you again for making us feel so welcome.

Yours sincerely,

Malcolm Greenhalgh Lead inspector