



# Wyndham Park Infants' School

## Inspection Report

**Unique Reference Number** 126246  
**LEA** Wiltshire  
**Inspection number** 295441  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** Don Mason AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Somerset Road
<b>School category</b>	Community		Salisbury
<b>Age range of pupils</b>	4 to 7		Wiltshire SP1 3BL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01722 334594
<b>Number on roll</b>	270	<b>Fax number</b>	01722 337391
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mr John Young

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 20 June 2006 - 21 June 2006	<b>Inspection number</b> 295441
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## Introduction

### Description of the school

Wyndham Park is a large infants school with ten classes. Pupils' attainment on entry to the school is above average. Almost all pupils are from White British backgrounds and the proportion of pupils with learning difficulties is low. The socio-economic background of most pupils is favourable and there is very little movement in or out of the school. There has been considerable disruption in the leadership of the school since January 2005. Owing to unavoidable circumstances a considerable number of acting headteachers have come and gone. The situation was only stabilised six months ago with the appointment of two part-time, acting headteachers. One of these acting headteachers' will become the full-time headteacher in September. The school has been without a deputy headteacher since April 2005 and it has not yet been possible to appoint a replacement. One teacher is currently on a temporary contract. The school has been receiving intensive support from the local authority (LA) since January 2005.

### Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is an improving school that provides sound value for money. Its overall effectiveness is now satisfactory and its capacity for improvement is good. This is also the school's view. The most recent, acting, part-time headteachers have brought stability to the school and restored staff morale. They have received strong support from the LA. The school is now making satisfactory progress in dealing with the issues raised in the last inspection. Leadership and management are satisfactory overall. Senior staff have a clear understanding of the school's strengths and know how to remedy its weaknesses. Subject leaders in English, mathematics and science are rapidly developing their leadership skills. Their leadership is beginning to have an impact on raising standards in these subjects. Standards and achievement are satisfactory overall and improving, particularly in Year 2. It is expected that this year's test results will show a noticeable improvement in comparison with those in 2005. The satisfactory curriculum is enriched by some popular clubs and educational visits. Provision for children in the Reception Year is satisfactory because the acting headteachers and LA are providing strong support in the absence of a permanent co-ordinator for this area. Almost all children reach expected standards in all areas of their learning at the start of Year 1. However the children's independent activities are sometimes not well enough structured to maximise their learning and provision for outdoor play is not good enough.

Pupil-teacher relationships are good with the result that pupils behave well and enjoy their lessons. The quality of teaching is satisfactory overall but there is some variation, with teaching being strongest in Year 2. Teachers have begun to use information from new assessment procedures to match work more closely to the needs of groups of pupils of different ability. As a result, pupils are beginning to make better progress but there is more to do to check that all groups are doing equally well. Pupils are beginning to develop an understanding of their achievements and what they have to do to improve. They are given some opportunities to take responsibility in the school community and they make satisfactory progress in their personal development.

Governors are now well placed to monitor the school's progress and to support it in moving forward. From September, the school will have a permanent, full-time headteacher and all staff on permanent contracts.

### What the school should do to improve further

- Make effective use of assessment information to ensure that all pupils are making the best possible progress.
- Improve the quality of teaching throughout the school to the level of the best.
- Secure the leadership of the Reception Year and improve resources for learning in these classes.

## **Achievement and standards**

### **Grade: 3**

Standards and achievement are satisfactory. They are improving, as measures that have been introduced to improve the quality of teaching and learning begin to show results. Children enter the Reception classes with above average attainment although the language development of a small minority is weak. They make satisfactory progress and when they enter Year 1 the majority are working within the expected levels and many exceed these. Progress in Year 1 is satisfactory. The rate of progress accelerates in Year 2 due to the fact that most of the strongest teaching is to be found in these classes. In the 2005 national tests, standards in reading and mathematics were average and significantly above average in writing. Provisional test results for this year and work in pupils' books indicate that the improvement in writing has been maintained. In addition, there has been a noticeable improvement in reading and mathematics, particularly for average attainers who did not do as well as they should have done in 2005. The school now has appropriate assessment and checking arrangements in place and is beginning to set challenging targets and monitor its progress towards reaching them. Well planned support from well-trained teaching assistants ensures that the few pupils with learning difficulties or disabilities make good progress.

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

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils like being at school and they enjoy their lessons, clubs and playtimes. They attend regularly. Behaviour is good in lessons with pupils responding well to the positive encouragement given by staff. Pupils are polite and friendly. They feel safe and secure in school and think that teachers and midday helpers will sort out their problems – 'I just tell any grown-up who is around' was one typical comment. Pupils gain an understanding of healthy lifestyles through physical education lessons and sports activities. They enjoy the opportunity they have to eat fruit at playtime. They make a satisfactory contribution to the community through links with a local hospice and the adjacent special school which give them an understanding of the differing needs of others and through the work of the new school council. Activities such as fundraising for a 'Friendship Bench', which provide pupils with an opportunity to work together, make a satisfactory contribution to their future economic well-being.

Pupils' spiritual, moral, social and cultural development is satisfactory. Their spiritual awareness is developed well during assemblies through themes such as the world of nature and care of the environment. Cultural development is adequate but there is scope to further extend pupils' awareness of today's multicultural society.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory but there is some variation in the quality in different year groups. In the Reception Year, teaching is often good when the teachers are working with a group. However, when the children are working independently they are sometimes given low-level tasks which do not extend their learning. In Year 1, teaching and learning are satisfactory with good features, reflecting pupils' satisfactory and improving progress. The strongest teaching is to be found in Year 2 with the result that standards are improving.

Throughout the school lessons are well planned with an increasing focus on providing activities which meet the needs of groups of pupils of different abilities. Pupils generally enjoy their lessons but they mainly listen to the teacher or work on their own and this means that there is sometimes little excitement in learning. Opportunities are sometimes missed to allow pupils to work in pairs or in groups. In the better lessons, such as those related to a visit to a Victorian classroom, the activities engage the pupils' interest more effectively and then they make better progress. In one lesson, pupils wrote enthusiastically about their visit producing writing of a good standard. In other lessons, pupils' attention is sometimes lost and the inattentive behaviour of a few can become a distraction for others. The needs of pupils with learning difficulties are assessed and provided for well and this ensures that they make good progress.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and statutory requirements are met. The rapid progress made in improving the leadership skills of subject leaders for English, mathematics and science have resulted in improving provision in these areas. The new computer suite is enabling pupils to gain ICT skills as well as reinforcing learning in other subjects. As a result of this improving provision pupils are being increasingly well prepared for their future lives. Pupils benefit from the support of a specialist teacher in art and produce colourful work of good quality. In history, geography and religious education pupils have good opportunities to develop their writing skills. The school is making efforts to make the curriculum more stimulating through, for example, visits to places such as a sculpture park and a Victorian classroom. The curriculum is supplemented by several after school activities such as the gardening and French clubs. These are enjoyed by a good number of pupils. Sound provision is made for most areas of learning for reception children. However, the outside area is poorly equipped and this restricts aspects of provision for physical and creative development.

## Care, guidance and support

### Grade: 3

These aspects are satisfactory. The staff are committed and caring and have created a supportive environment for all pupils. Child protection procedures are adequate although there is a need to update the training for most staff. Adults working with pupils, including all parent helpers, have undergone checks with the Criminal Records Bureau. Health and safety matters are regularly reviewed with good support from a school governor.

The academic support is improving as the new assessment and target setting arrangements in English and mathematics become increasingly effective. Pupils' progress is beginning to improve as they develop an understanding of what they are learning and what they need to do to improve. Learning targets are shared with the pupils and sent home but the school has not yet fully explained the process to parents. Pupils who have specific learning or medical needs receive good additional support from experienced teaching assistants and a range of outside agencies. This has a positive impact on their progress.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall. Following a period of considerable turmoil, the current acting headteachers have brought stability to the school and provided a secure base from which to move forward. Because of the clear leadership now being provided, and continuing, strong support from the LA, staff are beginning to work effectively as a team. They are determined to further improve progress and standards, and are taking action to try to achieve this. While strong leadership has been established in English, mathematics and science, there is some work to do to improve the skills of other subject leaders. The LA and the acting headteachers are providing good support for the Reception Year helping to compensate for the lack of a reception leader. Senior staff have a clear understanding of the school's strengths and weaknesses, and the improvement measures which have been introduced are having a positive impact. Teachers are beginning to use the new assessment arrangements to provide pupils with more challenging targets and the school is now in a position to check the pupils' progress towards meeting these. The school works effectively with outside agencies and links with feeder schools and the junior school are developing well. Whilst the large majority of parents are happy with most aspects of the school it is clear some concerns, related to the recent difficulties with leadership, remain. The headteachers are working hard to improve communications with parents and to rebuild confidence. The governors are well led and have put effective procedures in place to provide the school with strong support in its efforts to move forward.

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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?	3	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	3	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	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	NA
The extent to which learners adopt healthy lifestyles	3	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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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	3	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**

We really enjoyed our visit to your school. We were made to feel very welcome and everyone was friendly and helpful. This letter is to tell you what we thought about your school.

**What your school does well**

You have had several headteachers recently. This has made things quite difficult for your teachers. However they have worked really hard to keep things going and make sure that you enjoy coming to school.

Staff are making lots of good changes to help you do better in your work, especially in English, mathematics and science.

You behave well, almost all of the time, and get on well with your teachers.

You feel safe in school and told us that there are lots of adults you can speak to if you have a problem.

**What we have asked your school to do now**

Keep checking how you are doing in your work so that the teachers can help you to do the very best that you can.

Try to make sure that all the lessons are as good as the best ones.

Make sure there is somebody to lead all the work there is to do in the Reception Year and improve the outside play area for the reception children.

In September, Mr Young will be your full-time headteacher. We are sure that your school will get better and better.