

# Wildground Infant School

## Inspection report

---

<b>Unique Reference Number</b>	115885
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312091
<b>Inspection date</b>	18 September 2008
<b>Reporting inspector</b>	Michael Pye

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	134
Government funded early education provision for children aged 3 to the end of the EYFS	46
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rachel Powell
<b>Headteacher</b>	Mrs Fiona Mordecai
<b>Date of previous school inspection</b>	27 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crete Road Dibden Purlieu SO45 4JX
<b>Telephone number</b>	02380 842212
<b>Fax number</b>	02380 842212

---

<b>Age group</b>	4–7
<b>Inspection date</b>	18 September 2008
<b>Inspection number</b>	312091

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether the quality of teaching is good enough to ensure that pupils progress well, the extent to which children benefit from the Early Years Foundation Stage (EYFS), how well managers at all levels contribute to improvement and the way the pupils' care and personal development contributes to their academic progress.

Evidence was gathered from a range of documents, pupil progress data, school records, discussions with the headteacher, senior leaders, Chair of Governors, staff and pupils, observations around the school and replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The pupils come from a predominantly White British background. There are below average numbers of pupils from minority ethnic backgrounds. The proportion of pupils with learning difficulties is slightly above average, and one pupil has a statement of special educational need. These pupils mainly have moderate learning, speech and language or social, emotional or behavioural difficulties. The school has an Early Learning Group which is a local authority funded speech and communication unit providing for pre-school age children with speech and communication difficulties. The school has been nationally recognized through the Healthy School and Sportsmark Award, and it is an Investors in People organisation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good education for its pupils. This judgement is reflected in the numerous comments from parents. The view of many parents is reflected by one parent's comment, 'This is a happy, happy school where children thrive, learn and discover. It is a welcoming and nurturing environment; the children learn to respect others and have fun'. They thoroughly enjoy school. Not inward looking, the school uses a very good range of external partners to benefit the pupils. For example, the local sports college contributes well to the range of physical activities provided for pupils. The governors have made the development of partnerships with parents a priority. Amongst other successful strategies, the school website and letterbox encourages this contact and the school acts promptly to address any issues raised. One parent, amongst many, commented on the good levels of communication, 'The school takes every opportunity to build on the school / home partnership and communicates effectively'. The current strengths of the school are in the areas of EYFS and in the emotional health and well-being of pupils.

Regular monitoring by senior leaders helps ensure that there are consistent levels of good teaching and that, consequently, pupils achieve well. This includes those with learning difficulties or disabilities. Another contributory factor to this progress is the pupils' good personal development. They behave well, and have positive attitudes. 'I like mathematics because it makes me think and work hard', said one boy. They enjoy the opportunities they have to contribute to the community. 'Playground Pals' are rightly proud of their part in supporting their peers. Their good impact was demonstrated in an assembly. Over sixteen pupils put their hands up to show that they had been helped by the 'Pals' during the previous week. Pupils have a good understanding of how to keep healthy and safe. They are very active during breaks and thoroughly enjoy the extra-curricular sports activities.

Their standard of basic skills prepares pupils satisfactorily for later life. Their entry levels in Year 1 vary from year to year. However, on entry, aspects of their literacy and to a lesser extent, numeracy skills are particularly weak. In 2007, the national tests at the end of Year 2 showed pupils overall attaining average standards. Writing was the weakest element, mainly because there were below average numbers of pupils attaining the highest grades. This has become a whole school focus. Pupils now have good opportunities to write at length, and independently of adults, but it is too early to see the full impact of this initiative. In work seen, standards are average.

Given their starting points, pupils progress well. Lessons motivate them because of some good teacher questioning skills. In a Year 2 mathematics lesson, pupils were challenged to explain how they arrived at their answers. Pupils want to do well and get involved, because, even at this early stage of the year, relationships with the adults are very positive. Lessons have pace because of good organisation, the use of appropriate resources and teachers set time targets for the completion of work. There is now a wide range of assessment data that allows the school to effectively track pupil progress. However, not all teachers are maximising its use to plan work that challenges different groups of pupils, particularly high attainers, and their progress slows.

Pupils' positive attitudes are also encouraged through the good curriculum. They enjoy the opportunities to practise and develop their information and communication technology (ICT) skills. Links between subjects are continuing to be developed as the school reviews the curriculum. Pupils develop and apply well their knowledge of different subjects during topic

work. For example, in the 'Seaside' theme pupils practise skills in such subjects as art, music, ICT, geography and English. A strong aspect of the curriculum is the provision for ensuring pupils' emotional well-being. Regular circle time sessions, and personal, health and social education lessons underpin the support for pupils. However, in addition, the work of a specialist teaching assistant throughout the day helps to provide a calm and orderly school life for those pupils with social, emotional or behavioural problems. Pupils tell of enjoying the various extra-curricular activities on offer, and parents expressed their wish for even more clubs.

The care, guidance and support for pupils are good. Pastoral support is very good and pupils feel safe and able to concentrate on their work. They benefit from some good marking that guides them as to how to improve their work. They have literacy and numeracy learning targets but these are not sufficiently reinforced in other subjects.

Leadership and management are good. The effect of the very proactive leadership of the headteacher is seen in different areas of school life. The emphasis on attendance has brought improvement. Teachers are benefiting from good guidance as to how to develop their skills. Management responsibilities are effectively shared. For example, the mathematics leader uses pupil progress information well to identify those requiring additional support. The school realises the need for more regular meetings where teachers can review and discuss pupils' progress, and any intervention needs. A regular cycle of monitoring and evaluation has meant that the school has a clear understanding of its strengths and weaknesses. Very appropriate priorities for improvement are identified, firmly based around the need to further improve pupils' standards. For example, it realises the need to reinforce and develop pupils' knowledge of communities outside of the local area. There is a good capacity to improve the school.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a very good start. Parents praise the FOCUS meetings that result in them gaining a good knowledge of routines and expectations, and their children settling quickly. The curriculum is good with adequate opportunities for children to make decisions. There is a good and early emphasis on developing language and personal development skills. This is particularly appropriate given the traditionally well below expected levels of children's knowledge and skills in aspects of literacy and personal and social development. They benefit from good role play opportunities that help progress their language skills well. The curriculum is good, with boys being motivated to write through such topics as 'Pirates'. However, the opportunity for children to apply their knowledge and skills in the outdoor area is limited by the absence of adequate cover for use during inclement weather. Good teaching helps children to achieve well. The children quickly develop confidence and thoroughly enjoy their learning. They know they are well cared for. Under the good leadership of the EYFS manager, appropriate attention is given to the professional development of staff. This includes training to meet the education, welfare and any first aid needs of the children. Skilled teacher assistants help conduct regular sessions that enable the children to develop their understanding of how to link sounds and letters. Children in the Early Learning Group settle well, and benefit from professional speech and language support. They have good opportunities to meet with children from the EYFS.

### **What the school should do to improve further**

- Improve standards and achievement through ensuring that teachers use assessment data to help them accurately plan work for pupils of different abilities, particularly those of high ability.

- Ensure that children in the EYFS can always apply their knowledge and skills in the outdoor learning area.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

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

30 September 2008

Dear Pupils

Inspection of Wildground Infant School, Dibden Purlieu, SO45 4JX

Thank you for your warm welcome when we recently visited your school. You were eager to tell us about your school life. We agree with you that it is a good school.

We particularly liked the good start you get in Reception. We feel that the children there like the rest of you, behave well and are prepared to listen and work hard. You told us that your teachers make learning fun. Good teaching and your positive attitudes, mean that you progress well with your work.

We also liked that you thoroughly enjoy your school life. In assembly, I could see how much winning the attendance competition meant to you. Well done! You also told us that you enjoy the many different activities that you are given and that you particularly liked playing sport. You certainly know how to keep healthy and safe.

You get along very well together. We liked the way that the younger children are able to meet with the children in the Early Learning Group. We also liked that older pupils help the younger pupils. Well done to the 'Playground Pals' - you certainly help make playtimes more enjoyable for pupils.

Your headteacher and the other adults have good plans for the school and you told us that you are asked your opinions and feel listened to.

Even good schools can get better. We have asked your school to look into doing two things. Firstly, that part of the Reception outdoor area be given a shelter so that the children can go outside throughout the year. Secondly, that teachers use the information they have about your standard of work to plan activities that challenge all of you and help you to progress faster.

Thank you again for being so helpful and I wish you all the best for your future.

Yours sincerely

Michael Pye

Lead Inspector