

# Wordsworth Infant School

## Inspection report

---

|                                |                    |
|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 116126             |
| <b>Local Authority</b>         | Southampton        |
| <b>Inspection number</b>       | 312184             |
| <b>Inspection dates</b>        | 22–23 October 2008 |
| <b>Reporting inspector</b>     | Christopher Grove  |

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)   | 163   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 59  |
| Childcare provision for children aged 0 to 3 years                                     | 0   |
| <b>Appropriate authority</b>   | The governing body                                  |
| <b>Chair</b>   | Mr John Baldwin                                     |
| <b>Headteacher</b>   | Mr Paul Betteridge                                  |
| <b>Date of previous school inspection</b>  | 16 May 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>  | Stratton Road<br>Shirley<br>Southampton<br>SO15 5RA |
| <b>Telephone number</b>  | 02380 776397  |
| <b>Fax number</b>  | 02380 528313  |

---

|                          |                    |
|--------------------------|--------------------|
| <b>Age group</b>         | 4–7                |
| <b>Inspection dates</b>  | 22–23 October 2008 |
| <b>Inspection number</b> | 312184             |

---

© 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.

## Description of the school

The school is smaller than average, and includes two Reception classes as its Early Years Foundation Stage (EYFS) provision. The proportion of pupils with learning difficulties and/or disabilities is above average. The numbers from minority ethnic backgrounds have grown to broadly average; a few are at an early stage of acquiring English. The headteacher took on the substantive role from April 2008, having been formerly the deputy headteacher and then the acting headteacher for two terms. The school has the Healthy Schools (Enhanced) and Activemark awards, the Basic Skills Quality Mark and is an Investor in People. The Rainbow Pre-School uses part of the school premises, but is owned and managed privately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Wordsworth Infant School provides a satisfactory education for its pupils. The new headteacher and staff have sustained the very positive ethos that results in the school's happy and inclusive atmosphere. Relationships between staff and pupils are mutually respectful, which is a significant strength. A very good partnership has been developed with parents, who express considerable confidence in the school. The overwhelming majority of respondents to the parental questionnaire agreed that their children are well cared for, and enjoy school. More than one referred to the school's 'nurturing environment'. Two parents spoke for others when they wrote that the school has 'a fantastic ethos and is welcoming and friendly; we cannot find fault with the hardworking and dedicated staff'.

The good quality of pastoral care and support lead to pupils' good personal development, including their spiritual, moral, social and cultural development. Pupils behave well around the school. In classrooms, they display positive attitudes, are attentive, ready to learn, and respond well to their teachers. There are good partnerships with other primary schools, secondary schools and external agencies to support pupils' well-being.

Pupils' achievement is satisfactory throughout the school. Whilst standards in national assessments in 2008 were below average, those pupils who attended school from Reception made the expected progress. The progress of pupils joining the school at other times was more variable. Standards in 2008 were not as high as in previous years because pupils' starting points were lower and there was a high proportion of pupils with learning difficulties. Furthermore, a greater than average number joined or left this year group. In 2006 and 2007, standards in reading, writing and mathematics were above average but the school did not sustain the good progress made by pupils in those year groups in 2008, particularly in reading.

Teaching is satisfactory overall, but is not consistent. Some teaching is good, but much is satisfactory. One important reason is that teachers do not plan to match tasks sufficiently to pupils of different abilities. Opportunities to assess the extent of learning are also sometimes missed. The curriculum is satisfactory. However, there are presently restrictions on improvement in reading and writing because of the other responsibilities of the subject leader. Pupils do not gain sufficient guidance from teachers' marking and target-setting to support improvement in their work.

Leadership and management, and governance, are satisfactory. Following his appointment to the headship, the new headteacher has retained many of the responsibilities of his former role as deputy headteacher because this position has not yet been filled. Furthermore, the headteacher continues to act as English leader. The extensive range of responsibilities of the headteacher is currently restricting the pace of both strategic development and improvement to the provision for English. Nevertheless, there are clear indications that improvements in mathematics are having an impact on pupils' learning and robust monitoring has been introduced to promote more consistency in the quality of teaching. Consequently, the school's capacity to make further improvements is satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Behaviour is good and children work well individually and in groups. The good ethos promotes their welfare well. Children are given good opportunities to organise and review their work,

which effectively enhances their independence and planning skills. They enjoy the topic-based work and help to design the role-play areas.

Children's progress is not consistent. While many make good progress, others make less. Achievement is therefore satisfactory. By the end of the Reception Year levels of knowledge and skills remain below national expectations. The quality of teaching ranges from satisfactory to good. Although learning is carefully planned, tasks do not always sufficiently challenge the more able children. However, good questioning sometimes extends children's thinking well. Teaching assistants provide good support. Children's individual targets in literacy and numeracy, and sometimes in personal, social and emotional development, are assessed regularly. The targets are shared with parents, so that they can support their children further at home.

The range of resources offers good support for all areas of children's learning. The outside space is well organised and is equally well used. Good curriculum enhancement is provided by visits, for example to a farm and to the airport. Leadership and management are satisfactory. Extensive records are kept, but the analysis of data is at an early stage of development. As a result, assessment is not used well enough to measure the impact of teaching on learning. Similarly, teachers do not sufficiently evaluate the quality of children's learning. Strong emphasis is placed upon working with parents, with whom there is good contact at the beginning and the end of the day.

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

- Raise pupils' achievement and standards in writing and mathematics, and especially in reading.
- Improve the quality of teaching so that it is consistently good, by ensuring that pupils are given tasks that are well matched to their needs, and by providing better academic guidance.
- Improve leadership through a better allocation of responsibilities, including that for English, which will allow the headteacher to take a more strategic role.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards in Key Stage 1 have been above national averages for the past three years. However, standards were significantly lower in 2008. The performance of boys, and especially of girls, had been above the national average. This year group made good progress in their work. In 2008, standards were below average in writing and mathematics, and significantly below average in reading. A below-average proportion of pupils attained expected standards. However, the number of pupils who reached the higher Level 3 standard was closer to average, notably in mathematics.

Currently pupils are making satisfactory progress. There is clear evidence of improvement beginning to have an impact. For example, in mathematics the curriculum is giving pupils more opportunities to apply their understanding. Those pupils with learning difficulties and/or disabilities make the same satisfactory progress as their peers.

## Personal development and well-being

### Grade: 2

The school's supportive atmosphere leads to pupils' good enjoyment. Pupils understand what bullying is, and are clear that it does not occur at school. Hence, they feel safe. Documentary evidence also indicates the absence of bullying or racist incidents in recent years. Pupils understand the importance of healthy lifestyles and describe the advantages of healthy eating and exercise. They know about different cultures through such activities as celebrating Diwali, eating different foods and meeting a variety of visitors to school. School assemblies, often based on themes such as sharing or honesty, also support pupils' social development well. The school council has actively enhanced playtime by suggesting the purchase of toyboxes. Pupils become aware of the wider community, for example by singing to the Evergreens Senior Citizens Club and collecting food for distribution by the Salvation Army. Although standards in literacy and numeracy are below those that are expected, pupils' social skills are well developed. Attendance is below the national average, because a small minority of pupils have persistent absence. The school is taking robust action to improve attendance.

## Quality of provision

### Teaching and learning

#### Grade: 3

Well-paced lessons maintain pupils' interest, but where the pace of learning is slower, pupils are less involved in their learning. In good lessons, teachers challenge pupils' understanding and reasoning. For example, one teacher involved pupils well by asking them to explain how putting objects in order facilitates accurate counting. Good teaching also encourages pupils to make links in their learning. In a good music lesson, for instance, another teacher linked the intonation of words with the rhythm of a song, and also provided extension work for more able pupils. Such instances of good practice give teachers good feedback on pupils' understanding. Where teaching is satisfactory, planning for lessons does not take enough account of the range of abilities in classes by providing different tasks for the different groups. On occasions, teachers do not give older pupils enough opportunity to develop their independence. For example, teachers sometimes tell pupils what they should already know, rather than assess the extent of their knowledge through questions designed to reveal their growing understanding and reasoning. Teaching assistants provide well-targeted support for pupils with learning difficulties and/or disabilities that enables them to make satisfactory progress.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory, and has good features. Provision for mathematics has been improved but developments in English are still at an early stage. Pupils have better opportunities to develop their understanding of aspects other than arithmetic. In order to engage pupils' interest, a greater accent on creativity is being successfully fostered, building in part on successful elements in the EYFS. Themed events, such as Arts Week and Wellyboot Day, which focuses on environmental science, contribute well to pupils' enjoyment. Pupils' personal development is enhanced through personal, social and health education, through plan, do and review and through art and music. Physical education and extra-curricular sports have been well supported. As a result, the school has gained the Healthy Schools and Activemark awards. A senior member of staff gives good support to pupils with learning difficulties and/or disabilities

through their individual education plans, and also to those learning English as an additional language. The good extra-curricular provision is well attended.

### **Care, guidance and support**

#### **Grade: 3**

Pastoral care is good. The school complies fully with safeguarding requirements. The school's commitment to inclusion is exemplified by the nurture group, which gives good support to pupils with additional learning needs in Year 1. Partnership with parents is given high priority. Parents are encouraged to work with their children at the beginning of the day. Close links with pre-school providers ensure smooth transfer to the EYFS. In Year 1, pupils have group targets, and those in Year 2 have individual targets in English and mathematics. However, many pupils are not sufficiently aware of their targets, and thus are not clear about what they need to do to improve. The marking of pupils' work gives them praise, but does not offer sufficient guidance to help them to improve. The school is keen to reduce absence rates and works very closely with the Educational Welfare Officer.

### **Leadership and management**

#### **Grade: 3**

The new headteacher and the senior leadership group are clear about the school's values, and have formed a cohesive team although the headteacher is currently covering too many posts of responsibility while new appointments are awaited. Together, the team is beginning to set a new direction that is already generating a momentum by setting more demanding targets to return standards to previous levels. There are now good systems to track pupils' progress. Arrangements to monitor and evaluate teaching and learning have improved, leading to satisfactory self-evaluation. The school makes a satisfactory contribution to the promotion of community cohesion. Although good relationships with parents and with the local community have been forged, links at national and international levels are underdeveloped. Governors fulfil their statutory responsibilities, demonstrate a good understanding of the school's strengths and weaknesses, and act as 'critical friends'.

**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? | 3   |
| 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   | 3   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 3 |
| 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?                     | 3 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 3 |

### Achievement and standards

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

---

<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  | 2 |
| 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>       | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 3 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination eliminated   | 3   |
| How well does the school contribute to community cohesion?   | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| 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**

11 November 2008

Dear Pupils

Inspection of Wordsworth Infant School, Southampton, SO15 5RA

We would like to thank all of you, and your teachers, for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. Wordsworth Infant is a satisfactory school. Your school is a happy place for children to be, as many of you and your parents say. There are plenty of positive things about your school. Here are the most important ones.

- You have very good relationships with the teachers and other adults. They take good care of you, and everyone is made to feel welcome in the school.
- You really enjoy school.
- Your personal development is good, your behaviour in lessons and around school is good, and you feel safe at school.
- The teaching in your school is always satisfactory and is sometimes good.
- The school has a satisfactory curriculum and a range of good extra-curricular activities, in which you participate well.
- You are making satisfactory progress in your learning.
- The new headteacher and the other school leaders check up on things, so they know what is good about your school and how to improve it.
- Most of your parents are really pleased with the school.
- Your school has good relationships with your parents, and with other schools.

The headteacher and the other leaders are working hard to make the school a good place for you. We have asked them to make things even better by:

- raising standards in writing and mathematics, and especially in reading
- improving teaching by making sure teachers set tasks for you that are at the right levels for the different pupils in the class, and improving the way they set targets for you and the way teachers mark your work
- helping the headteacher to share some of his roles and responsibilities so he can focus on doing the most important things for the school.

You can help by continuing to work hard and taking advantage of the improvements that your teachers will be making. We wish you every success in the future.

Yours sincerely,

Chris Grove

Lead Inspector