

# Southbroom Infants' School

## Inspection report

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<b>Unique Reference Number</b>	126191
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315435
<b>Inspection date</b>	7 May 2008
<b>Reporting inspector</b>	Diane Wilkinson

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

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<b>Type of school</b>	Primary
<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	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Botham
<b>Headteacher</b>	Jan Wilson
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	The Green Devizes SN10 5AA
<b>Telephone number</b>	01380 723184
<b>Fax number</b>	01380 723184

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Southbroom is an average size infant school set in a comparatively disadvantaged area. Attainment on entry is well below that usually found. The proportion of pupils with learning difficulties and/or disabilities is above average, significantly so in some year groups. A small proportion of pupils come from minority ethnic groups and speak English as an additional language. There are also a small number of pupils from Traveller and service families. The school holds the Healthy School, Activemark and Investors in Children awards. This academic year the school has become a designated Children's Centre although this aspect of its work was not evaluated as part of the inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Southbroom Infants is an excellent school. Outstanding leadership and management have resulted in pupils benefitting from an excellent curriculum and high quality teaching and learning. This, together with the outstanding level of care and support given to pupils, means their achievement is exceptionally good. As a result, despite the well below average standards on entry, by the time pupils leave, standards are broadly in line with the national average. The needs of individual pupils are met exceptionally well. This ensures that those who have specific learning or social needs and pupils from Traveller or service families achieve as well as their classmates. In addition, the more able pupils receive very good support enabling them to reach the standards of which they are capable, and they do especially well in writing.

The school benefits from highly skilled and very effective leaders and managers at all levels. All who work in the school are exceptionally well involved in helping to provide the very best education and care for pupils, and the teamwork between governors and staff is impressive. The partnerships the school has forged with other schools and agencies benefit pupils exceptionally well as does the excellent partnership it has with parents. Staff and governors set highly challenging improvement targets and the excellent monitoring systems allow weaker areas to be accurately identified and speedily and successfully addressed. These strengths give confidence that the school is exceptionally well placed to improve further.

The excellent curriculum successfully underpins high quality lesson activities, which address pupils' needs extremely well. These are rich and relevant, and enthuse and motivate pupils to do well. Basic literacy and numeracy skills are especially well taught and pupils have many opportunities to use these skills in a range of subjects. Excellent new programmes for teaching reading and writing, introduced over the last two years, have led to significant improvement in progress. Teaching is outstanding. Staff expect pupils to do their very best and keep a very careful check on their progress to make sure they do. Pupils love coming to school and their parents are very appreciative of all that it has to offer. As one parent wrote, 'I could not have been more pleased with how this school has nurtured my child.'

The school pays very high regard to pupils' safety and welfare and both academic and pastoral support are excellent. Staff are especially vigilant concerning pupils who might be at risk. Rigorous systems are in place to monitor attendance levels and follow up unexplained absences and the school has done well to raise levels this year. However, attendance is still only close to average and staff are continuing to work hard to raise levels further.

Pupils' personal development is good. Despite a number of reception children finding it difficult to conform when they enter the school, robust behaviour management systems help most pupils to behave well in lessons. Relationships throughout the school are very good. Bullying is rare and is dealt with very well by staff. The new programme put in place this year to support pupils' social and emotional development is having a very positive effect, especially in the Reception classes. The full effect of this has yet to be seen in the other year groups because it is taking time to become firmly established as pupils move through the school.

## Effectiveness of the Foundation Stage

### Grade: 1

Provision in the Foundation Stage is an especially strong feature of the school and it is excellent in both classes. Due to the outstanding leadership and management of this phase, reception

children also benefit from high quality teaching, care and support and a curriculum especially well matched to their needs and interests. This has been acknowledged by the 'Investors in Children' award. Induction arrangements for children starting school as well as those for transition to Year 1 are very good. Excellent new programmes for teaching early reading and writing skills and for children's personal, social and emotional development have had an especially good effect on their progress this year. Teachers have very high expectations of what children can achieve which inspires them to do well. On entry to Reception, standards are particularly below those expected in early literacy and numeracy and some social skills. However, the strengths in provision help children to achieve exceptionally well and by the end of Reception, standards are only slightly below those normally found.

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

- Raise attendance levels.
- Build on and extend the effective systems now in place to help pupils in Years 1 and 2 do as well in their personal development as they do in their academic development.

## **Achievement and standards**

### **Grade: 1**

Progress has improved well over the past few years resulting in pupils' outstanding achievement and rising standards. The excellent progress made by Reception children is evident in the increasing number reaching or exceeding the levels expected for their age. This is continuing to raise overall standards in the Foundation Stage, which are slightly below expectations. Pupils in Years 1 and 2 make excellent progress. It is especially impressive in writing due to the very effective 'Story Making Project'. By the end of Year 2, standards are generally around average in reading, writing, mathematics and science. Despite the current Year 2 pupils making excellent progress, standards are below average this year due to the exceptionally high number of pupils with special educational needs in the Year 2 classes.

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

### **Grade: 2**

Pupils' thorough enjoyment of school is reflected in their very positive attitudes and good behaviour that are underpinned by strong relationships. Pupils are confident that they are safe and secure in school and that bullying is not a problem. As one said, 'Everyone is a friend at this school.' Good gains made in spiritual, moral and social development help pupils appreciate the needs and achievements of others. Pupils' understanding of life in a multicultural society is satisfactory. They develop a good awareness of how to keep healthy and safe and make a positive contribution to the community, particularly to school life. Pupils enjoy taking on responsibility, especially as 'Huff and Puff' monitors. Many opportunities to work in pairs and groups and to learn about the jobs different people do help prepare pupils well for the next stage of their education and for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Lessons activities are adapted extremely well to take full account of the level at which individual pupils are working. This is supported especially well by the excellent assessment and tracking

of pupils' progress. Tasks are very challenging and over the past year pupils have demonstrated that they can rise to this so that progress has continued to improve. Excellent relationships with adults encourage pupils to behave well and work hard although a small minority do find it difficult to concentrate. Nevertheless, pupils thoroughly enjoy the practical and interesting activities provided. Teachers are very skilled at identifying when pupils need extra help or when they can move on more quickly. Therefore, activities are continually adjusted to enhance this. Teaching assistants support learning especially well, particularly for those pupils who have learning needs and by ensuring the higher attainers do their very best.

## **Curriculum and other activities**

### **Grade: 1**

There is a very effective emphasis on learning through practical activities, which engages pupils and helps them to work hard. As one parent commented, 'Teachers take an imaginative approach to ensure children are interested and keen to learn.' Highly successful strategies to help pupils develop basic reading, writing and mathematical skills, and investigation skills in science are helping to raise standards. In addition, purposeful links between subjects enhance learning. Provision is enriched by a wide range of visits, visitors and themed events and an impressive range of after school clubs including French. Pupils' enthusiasm for sporting activities has helped them gain the Activemark award.

## **Care, guidance and support**

### **Grade: 1**

Pupils are especially well cared for by staff who have an excellent awareness of their needs. Parents are delighted with the high standard of pastoral care. As one wrote, 'The staff are exceptional in their approach and understanding of my child's needs.' Health and safety checks are regular and rigorous and very effective arrangements for child protection and the vetting of staff are in place. The most vulnerable pupils are supported particularly well. A high level of before and after school care is available and includes very successful reading and writing clubs which target different groups of pupils to help raise their attainment further. The new systems to support pupils' personal development are increasingly enhancing their progress, most notably in Reception. Academic support and guidance are excellent. Outstanding use is made of assessment information to track pupil performance and help plan future learning.

## **Leadership and management**

### **Grade: 1**

The key to the school's success is in the outstanding leadership and management and the commitment of the whole school community to achieve high quality provision. The headteacher is an excellent leader and she is exceptionally well supported by the deputy headteachers. Together they form an extremely successful leadership team. The procedures for monitoring the school's work and pupils' progress are highly effective. All teaching staff meet regularly to discuss pupils' progress, which is a major reason why individual pupils' needs are addressed so well and why subject leadership is outstanding. Different aspects of the school's work, particularly the focus areas for improvement, are monitored and evaluated especially well, with the outcomes reported to governors. This ensures development strategies are continually refined. Governance is outstanding. Governors are very knowledgeable and well informed and play a very effective role in monitoring and development. Financial planning is exceptionally

strong with very good decisions made as to where best to allocate funding to benefit pupils. For example, this has allowed the school to improve the quality of provision in writing and the support for pupils with learning difficulties especially well in the last two years.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well 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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

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

9 May 2008

Dear Pupils

Inspection of Southbroom Infants' School, Devizes, SN10 5AA

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the school council who gave up their time to talk to us. We think your school is excellent and are very pleased that you and your parents think it is a great place to be.

Here are some of the things we found out were especially good about the school.

- You make excellent progress and standards are much better than a few years ago.
- You love coming to school, feel very safe there and work hard.
- You are taught exceptionally well and your teachers give you many exciting activities, which help you to do your best.
- Adults take particularly good care of you and give you lots of especially good advice on how to improve.
- You have an excellent headteacher, and staff and governors are exceptionally good at helping her to make sure you have an especially good education.

Here are some of the things we would like to see improved.

- Attendance has improved well this year, but it still needs to get a bit better. You and your parents can help by making sure you come to school unless there is a very good reason not to.
- We have asked staff to help pupils in Years 1 and 2 do as well in their personal development as reception children have this year. You can help by making sure you try to keep listening and working all the time in lessons.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson Lead inspector