

Wroughton Infant School

Inspection report

Unique Reference Number	126237
Local Authority	Swindon
Inspection number	315453
Inspection date	17 September 2008
Reporting inspector	Michael Burghart

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.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	224
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	S Fletcher / M Cameron
Headteacher	Susan Pagett
Date of previous school inspection	27 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wharf Road Wroughton Swindon SN4 9LE
Telephone number	01793 812340
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Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and, in doing so, investigated the following issues:

the reasons for the school's success in maintaining well above average standards in writing and why reading and mathematics were relatively less successful in 2007;

the quality of leadership and management with particular reference to the contribution of middle managers;

the accuracy of the school's self-evaluation.

In addition to a range of observations throughout the school day, discussions took place with the headteacher, staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own views, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average-sized infant school. Most pupils are of White British heritage, but a very small proportion are from minority ethnic backgrounds. All pupils have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average. About ten pupils come to school by bus from an estate on a disused airbase and four children are from Traveller families. Children begin school in September in the year in which they are five, initially for mornings only. They start in one of the three parallel Reception classes which form part of the Early Years Foundation Stage (EYFS). This year group is referred to as FS2 by the school. The overwhelming majority of pupils have attended some kind of pre-school setting, many at the private group which meets on the school site.

A private provider manages an after-school club in the hall and this is also available to pupils from the junior school. A small group of pupils attend a breakfast club run at the junior school about a mile away.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding infant school where children are given an excellent start to their education. This momentum begins in Reception (FS2), because provision is first rate, and continues throughout Years 1 and 2. The school very successfully encourages pupils' personal as well as academic development. It makes sure everyone is safe and extremely well cared for. It is no wonder pupils are happy, know how to stay healthy, and are well prepared for the future. Parents clearly recognise that at Wroughton every child matters. They are extremely positive about the school. 'A lovely school for children and parents!' 'I can't speak highly enough of the caring, friendly atmosphere.' 'My child makes progress in leaps and bounds.' These are all typical comments.

Pupils make outstanding progress from average starting points. Following a slightly less successful year in 2007, standards are once again well above average. There is notable strength in writing where over a third of pupils achieved the higher level, Level 3, in 2008 national assessments. The school's determined emphasis on numeracy skills and on raising standards of boys' reading is paying dividends, reflected in much improved results. Concentrating on pupils' speaking and listening skills, increasing opportunities for role play, and developing the use of literacy across the curriculum have made learning to read and write more relevant and enjoyable. The introduction of ability groupings for mathematics is having a very positive impact on standards. Pupils of all backgrounds and abilities achieve particularly well, but the performance of more able pupils and those with learning difficulties and/or disabilities deserves a special mention. Good provision for those from Traveller families ensures that such pupils make good progress when they are in school.

Staff very carefully assess and track pupils' progress and use this information to set targets both for individuals and the school as a whole. Procedures and evaluation have been recognised as exemplary by the local authority and underpin pupils' learning. Teachers' skilful use of learning objectives, made clear to pupils at the start of lessons and referred back to at the end, keeps everyone aware of what has been achieved session by session. Teachers are very successful at making learning fun whilst at the same time ensuring that the curriculum is covered in full. Welly walks, singing rhymes about monkeys in a tree, and learning about relationships by focusing on family members are all very good examples of enrichment. ('Don't forget my dog!' was one boy's much enjoyed remark.) The recent drives to improve the use of information and communication technology (ICT) and develop provision for physical education are having very positive effects. Staff make excellent use of the well-equipped school grounds as the 'outside classroom'. Work is very well planned and the very strong partnership between teachers, teaching assistants, senior managers, governors and parents is the basis of excellent teamwork. With two members of staff in only the first two weeks of their careers, it is not yet possible to judge teaching overall as outstanding. Nevertheless, there are very positive signs and there are examples of high quality teaching throughout the school. Parental concerns about the move to mixed age classes, which was the result of lower numbers in the Years 1 and 2 year groups, are not justified. Teachers manage learning very well. Pupils continue to make significant academic progress and do well in terms of spiritual, moral, social and cultural development.

Pupils respond extremely well to high quality care, guidance and support. Senior managers were too modest in their evaluation of such provision. Expectations are high and pupils are well challenged. Consequently, they work hard and behaviour is outstanding. All pupils know that they can trust staff and, as a result, grow in confidence, not afraid to make mistakes and

learn from them. Pupils work and play well together. They show a developing independence and, for many, a maturity beyond their years. The school and eco councils give pupils excellent opportunities to influence the way the school community is run. Pupils obviously care about the environment and, even at these young ages, show they are prepared to take on responsibility.

The school has clear educational direction. The leadership and management of the headteacher and senior managers are outstanding. Their vision for the school is very well communicated and is constantly evaluated in terms of the impact that provision has on pupils' achievement and standards. Middle managers and subject coordinators play a good part in the way the school is run, but they have not been sufficiently involved in analysing and evaluating whole-school data. Further developing their roles already forms part of the school's improvement plan.

Despite being overcautious in its bottom line judgements submitted to Ofsted, the school can prove it knows its strengths and relative weaknesses extremely well. Its self-evaluation is especially effective in prompting improvements. There are excellent links with parents and outside agencies and good, recently established, detailed planning to promote community cohesion. Higher standards in ICT and science, as a result of better resourcing and planning, are fine examples of the school's very positive track record. Outstanding governance ensures that the school is very well supported, that strategic management makes very effective use of finance, and that staff are constructively challenged in ways which hold them to account for the school's performance. Wroughton Infant School's capacity to consolidate its many strengths and go even further forward is outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children really flourish in the EYFS because they are extremely well cared for and successfully introduced to school life. You can feel the anticipation as children rush into school in the morning and you can appreciate the planning and preparation that greets them. There is a very healthy commitment to learning through play and hands-on activity. High quality teaching and support ensure that everything is fun and that everything has a purpose. Staff are exceptionally good at finding out what children are capable of and recording how well they are doing before using this information to plan the next steps. Outstanding relationships are at the heart of what is on offer. No wonder children are happy and eager to learn and parents are very pleased with the start their children make. There were lots of positive comments to inspectors noting how confidently children had settled in after only one week at the school and how friendly and approachable staff are. Links with parents are excellent.

Children make splendid progress. Most start Year 1 having exceeded the goals expected of this age in nearly all areas of learning. In problem solving, reasoning and numeracy, progress is good rather than excellent, but nevertheless children still reach the expected goals. By the end of FS2, they are emerging as readers and writers with a good grasp of early literacy skills and are growing in confidence and independence. Teaching is outstanding. Staff make constant efforts to get children to communicate and express their feelings. Children are well challenged and become thoroughly absorbed in new experiences. Behaviour is excellent.

Provision is led and managed most effectively. Staff and resources are deployed well, with the result that children of all abilities and backgrounds are given excellent support. The environment is stimulating and exciting both indoors and out. The 'creepy crawly' themed corners and well-designed role play areas are very popular.

What the school should do to improve further

- Develop the role of middle managers, involving them more effectively in monitoring and evaluating the school's performance.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

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

18 September 2008

Dear Children

Inspection of Wroughton Infant School, Swindon SN4 9LE

This may be a little difficult for some of you to read but I am sure your teachers will help you!

We really enjoyed our visit to your school. It is what adults call 'outstanding'. This means it is a smashing place where adults take great care of you and very successfully help you to learn. It is obvious that you all enjoy school.

Here are some of the things that make Wroughton Infant special.

- You make outstanding progress and do very well in reading, maths and, especially, in writing.
- Your behaviour is excellent and you are keen to work hard.
- You get off to an excellent start in Red, Blue and Yellow classes and make the most of this in Years 1 and 2.
- The school is particularly well run. Adults make sure you are safe.
- Your teachers and teaching assistants are good at their jobs and try hard to make work fun. They are very good at finding out how well you are doing and planning what to do next.
- You are being well prepared for the junior school and are growing up as sensible children.

The senior teachers and the governors are very, very good at finding ways of making the school even better. We have suggested that giving other staff more chance to join in would be a good idea.

Thank you for your warm welcome. Keep up the good work!

Yours sincerely

Mike Burghart Lead Inspector