

Wootton Bassett Infants' School

Inspection report

Unique Reference Number	126235
Local Authority	Wiltshire
Inspection number	328469
Inspection date	18 March 2009
Reporting inspector	Christine Huard

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)	103
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	Debbie Sheppard
Headteacher	Mark Hazzard
Date of previous school inspection	6 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Wootton Bassett Swindon SN4 7BS
Telephone number	01793 852254
Fax number	01793 852254

Age group	4–7
Inspection date	18 March 2009
Inspection number	328469

© Crown copyright 2009

Website: 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 situated in the centre of this small market town. The proportion of pupils with learning difficulties is broadly average. The percentage of pupils qualifying for free small meals is below average. Most of the pupils are from White British backgrounds and only a very few speak English as an additional language. Pupils in the Early Years Foundation Stage are accommodated in a single Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It provides an effective education for its pupils in a stimulating and exciting learning environment. Pupils learn well because they enjoy school tremendously and feel safe and secure. Parents are overwhelmingly supportive of the school and many echo the comment made by one that 'the atmosphere within the school is open, professional and fun'. The school is successful because the headteacher provides clear direction, and the staff, who work very well together as a team, are totally committed to the personal and academic development of the pupils.

Children's skills and experiences on entry into the Reception class are broadly in line with those expected for their age, and sometimes better than this. They receive a good start in the Reception class, where there is a wide range of stimulating activities. There is a strong focus on the development of reading and writing skills as these are weaker areas when children start school. The good progress made in Reception continues through Years 1 and 2. By the end of Year 2, standards are significantly above average and pupils achieve well. Actions taken to improve the quality of writing by the more able pupils have been successful, as have those taken to improve the reading skills of those pupils who have difficulty in this area. Pupils with learning difficulties make good progress. This is because the support they receive both in class and in small groups, such as 'snappy lessons', is well focused and successfully motivates them.

Teachers plan well and they ensure that pupils know what they are going to learn and why. Pupils clearly enjoy their education and they eagerly respond to their teachers in class. A particular strength is the way in which tasks are matched to the differing abilities of pupils, ensuring that learning is effective. Pupils are excited and motivated by the tasks they are set. Pupils from the mixed Year 1 and 2 class were energetically pursuing multiplication problems in a highly practical way in the playground. Year 2 pupils were captivated by the story of Thumbelina and were enthusiastically writing their own versions.

The school is always striving to improve the provision made for its pupils. The good curriculum is based around creative and practical themes. The care and support provided for pupils are excellent. Pupils receive outstanding support for their personal development, and their efforts are valued and celebrated, particularly in the displays of outstanding artwork around the school. The tracking and monitoring of pupils' progress is thorough, and used effectively to provide additional support where needed. However, pupils are not involved in the setting of their targets and many whom the inspectors spoke to were not sure what their targets were. They have few opportunities to assess for themselves how well they understand their learning and this can inhibit their progress.

Pupils understand how to care for each other and the playground is a safe and happy place. They have a good understanding of the need to stay safe and the importance of a healthy lifestyle. The pupils enjoy taking on responsibilities in school and the school council has initiated some good ideas, particularly with regard to playtime activities. They eagerly raise funds for their link school in The Gambia. However, although pupils have a good understanding of different cultures abroad, they have limited understanding of the diversity of cultures and faiths in this country. The governors are aware of this and confirm that their links with the local community are very strong as are their international links. However, the school has not yet done enough to promote community cohesion in a national context.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the Reception class make good progress and the majority join Year 1 having reached above average standards in all the areas of learning. The curriculum and teaching are lively and exciting and focus strongly on language development. Children love playing in the 'rocket' and boys, in particular, enjoy dressing up as astronauts. However, sometimes their play gets a little too boisterous because they have run out of ideas and need a little more stimulation. There is a good balance between those activities led by the teacher and those that children choose for themselves. The use of the outside areas to develop children's independence is good and well resourced. The attention to children's welfare is effective and they are very well cared for. Leadership and management are good. Staff really understand the needs of young children and their progress is well monitored. This means that activities are planned at the right level to help them develop and learn.

What the school should do to improve further

- Involve pupils more in the setting of targets and give them more opportunities to judge for themselves how well they are learning so that they fully understand what they need to do to improve.
- Provide more opportunities for pupils to learn about growing up in a culturally diverse society.

Achievement and standards

Grade: 2

Standards have been rising significantly since 2006 and are significantly above average by the end of Year 2. Pupils' achievement is good in the core areas of reading, writing, mathematics and science, and outstanding in art and design technology. Standards have risen because of the improved systems put in place to monitor pupils' progress and the careful identification of where additional challenge or support may be needed. The school is always seeking to improve pupils' learning further, and small group and individual work provides good support. As a result, pupils with learning difficulties achieve well. The progress of pupils who are gifted or more able is monitored rigorously and care is taken to ensure they too are fully challenged.

Personal development and well-being

Grade: 2

Pupils develop good social and moral attitudes. Pupils are lively and responsive in class, and thoughtful and reflective in assembly. The school ensures that they have awe-inspiring experiences. The hatching of baby chicks created excitement, delight and wonderment for pupils, teachers and inspectors alike! Pupils really enjoy school and this is reflected in their good attendance and by the happy smiling faces that greet you wherever you go. Parents confirmed this and their comments included, 'My child is very happy', 'My son is always very excited about going to school and so happy', 'Our children speak freely and fondly of their day at school.' Behaviour is good. Pupils are friendly, sociable and polite to each other and to adults alike. However, although pupils have good knowledge about their own culture, they have a more limited understanding of what it means to be growing up in a multi-cultural society. Pupils' very good competence in numeracy and literacy and their good personal skills provide an effective preparation for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teachers are imaginative in their planning and make learning relevant and fun for pupils. They know their children very well and, as a result, tasks are very well matched to individual needs. Strong relationships and high expectations ensure that pupils behave well and work hard. They are eager to learn because they find the teaching interesting and motivating. Pupils respond to questions eagerly and thoughtfully. Teachers keep the pace of learning brisk. Marking is good and pupils like the way teachers tell them when they have done well. However, although the children are always told what they are learning and why, they have very few opportunities to judge for themselves how successful they have been and this can stop them making even better progress. Support staff offer good support to pupils with learning difficulties so they make the same good progress as their classmates.

Curriculum and other activities

Grade: 2

The curriculum promotes enjoyment of learning and enables pupils to develop skills in all areas. However, there is still a strong focus on developing the basic skills of literacy and numeracy. The school identified the need to improve the performance of more able writers and is doing this successfully by providing challenging teaching in small groups. There is a good programme to promote pupils' personal and social education. Although the curriculum is exciting and fun, it still promotes a fairly high degree of teacher direction and pupils do not always have sufficient opportunities to develop independence in their learning. Parents are delighted with the wide range of visits, visitors and events which enable pupils to improve their understanding and skills. The very good range of extra-curricular activities excites pupils and further enhances their experiences.

Care, guidance and support

Grade: 2

All staff have an excellent commitment to the care and support of every pupil. Pupils with learning difficulties are identified early and receive good support. There are good links with a wide range of outside agencies to further support pupils when needed. Rigorous arrangements for risk assessments and secure procedures for safeguarding children ensure their safety in and around the school. The monitoring of pupils' progress is good and the school is quick to provide extra support where needed. Targets are set for pupils. However, the pupils have no input into these and most of those the inspectors spoke to were not sure what their targets were and consequently did not fully understand what they needed to do to improve.

Leadership and management

Grade: 2

The school's strong leadership and management are characterised by shared values and a clear vision for further improvement. This is reflected not only in the effective leadership of the headteacher and deputy headteacher, but also in the determination of all staff to provide an exciting and well-rounded education for the pupils. As a result, the school continues to improve

on its already good standards. The governors monitor the work of the school well through regular visits and by the chair's monthly formal meeting with the headteacher. The school has a good picture of how well it is doing and its self-evaluation is accurate. Appropriate targets for development are set in the school's development plan; however, these are not always sufficiently focused to identify exactly what the outcomes should be for pupils' performance. The school has made good improvements since the last inspection and the current foci on raising standards for less able readers and more able writers are proving to be successful. This confirms that there is a good capacity for further improvement. The school has the overwhelming confidence of the community it serves and parents are hugely enthusiastic in their support of the school. Comments ranged from 'there is a real partnership with parents and a strong bond with the local community' to 'it gives children a fantastic start to their education' and 'I would recommend sending any child to this school, it's lovely'.

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.

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 ¹ reached by learners	2
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

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?	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	2
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 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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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**

19 March 2009

Dear Pupils

Inspection of Wootton Bassett Infants' School, Wootton Bassett SN4 7BS.

Thank you for the very warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you really enjoy your work and all the extra activities in which you are involved. Your school gives you a good education and is working hard to make it even better.

These are the things we liked best:

- Your behaviour is good and you are really keen and enthusiastic about your learning.
- You are all doing very well in English, mathematics and science and your art work is outstanding.
- You all know the importance of keeping safe, eating healthily at school and taking physical exercise.
- Teachers make learning interesting and fun for you.
- You have an exciting and varied curriculum and the special activities arranged to enhance it are really good.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher and governors lead the school well.

There are two things that could be better:

- You need to learn more about people from other faiths and cultures who live in this country.
- We have asked your teachers to involve you more in the setting of your targets and give you more opportunities to judge for yourselves how well you are doing with your learning. This will help you to understand what you need to do to improve.

I am glad you enjoy your school so much and hope you will continue to work hard.

Very best wishes

Mrs Christine Huard Lead inspector