

Wyndham Park Infants' School

Inspection report

Unique Reference Number	126246
Local Authority	Wiltshire
Inspection number	328471
Inspection dates	30 June –1 July 2009
Reporting inspector	Janet Sinclair

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)	227
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	Philip Anderson
Headteacher	Alison Smith
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Somerset Road Salisbury SP1 3BL
Telephone number	01722 334594
Fax number	01722 337391

Age group	4–7
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school's Early Years Foundation Stage comprises three classes. The proportion of pupils with learning difficulties and/or disabilities is below average. These pupils' needs are mainly speech and communication difficulties. Pupils are mainly White British. A few pupils are from minority ethnic backgrounds and a small number are at an early stage of learning English as an additional language. A new headteacher was appointed in September 2008. The school has Healthy Schools status.

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 and improving school. The excellent leadership of the headteacher has quickly given momentum to staff's own desire to bring about further improvement in the school. She has given clear direction and created an effective staff team who work very well together. There is a good focus on raising standards within a caring and stimulating learning environment. Parents are very supportive of the school and fully appreciate what the headteacher and all the staff do. This comment sums up the views of most parents, 'I am impressed with the vision that the headteacher and all her staff have for Wyndham Park. My children are developing very well academically and socially. It is a great community.'

Children get off to a good start in the Reception classes because staff have created a stimulating environment which fully engages them in their learning. The majority of children join the Reception Year with skills and abilities that are in line with those expected of four year olds. By the end of Year 2, standards are above and, sometimes well above, the national average, and this represents good progress in relation to pupils' starting points. Pupils of all abilities and backgrounds achieve well given their capabilities. This is due to very careful tracking and effective interventions to support those not making enough progress, good teaching which fully engages pupils in their learning, and high quality care. Teachers plan and organise lessons well and give good attention to pupils' differing learning needs so that pupils are motivated and keen to learn. Marking, although improving, is not consistently used across the school to show pupils what they need to do to improve. This, linked with a lack of clear individual targets, hampers pupils' ability to evaluate their own work. Attendance is average, being affected by parents who take their children on holiday during term time.

The school's curriculum, which has recently been improved to make it more exciting and relevant to pupils, is enriched extremely well by a good range of visits, visitors and special events such as 'Victorian Day'. These enhance the curriculum and make a positive contribution to pupils' personal development. Pupils make a good contribution to the community through, for example, the school council. Their impact can be clearly seen in the friendship bench, the fun run for charity and the huge amount of effort they have put into encouraging healthy eating. Pupils know that their contribution to the school is valued and thrive within its very caring ethos. The school tracks pupils' progress systematically and makes sure that they get effective support if needed. This ensures that they make good rates of progress across the school.

Leadership and management are good overall. The headteacher has a very clear understanding of the school's strengths and weaknesses and has taken decisive action to bring about improvements, particularly the effective support for pupils at risk of underachieving. Subject leaders have done much to improve the quality of work in their areas. This is shown in the good coverage across the curriculum and the consistently good progress pupils make in all subjects.

At the time of the last inspection, the school was found to be satisfactory overall. The school had experienced significant staff turbulence, including at senior management level, which had hampered progress. However, good progress has been made since that time and the school is now a good school. With the strong leadership of the headteacher, and the willingness of all staff, there is a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The excellent induction given to children helps them to settle into school routines very quickly and enables them to be confident and self-motivated learners. Although children come into school with skills and knowledge that are broadly in line with those expected for four year olds, their personal development and speaking skills are above expectations. Children make good progress so that by the time they enter Year 1, nearly all reach the learning goals expected and about one third exceed them.

This is due to a stimulating, well planned learning environment and excellent relationships. As a result, children enjoy their learning and, through the many opportunities to choose their own activities, they develop a high level of independence and sustained involvement. For example, at the start of the school day, staff supervise as children self-register, select their first activity and are soon engrossed in their chosen task. Additionally, during the inspection, some children chose to make intricate homes for their mini beasts as part of their topic. Very good use is made of the outside environment adjoining two of the classes as an integral part of learning. However, the outdoor area adjoining the third class is much smaller and has too much equipment in it so is difficult for children to use productively and this limits its usefulness. Although planning is detailed, there is not always enough emphasis on language development or specific learning intentions and this sometimes hampers progress. The welfare of children is promoted well in a safe and secure environment. Consequently, all children, including those who are vulnerable or find learning difficult, develop their confidence and self-esteem. Staff make effective assessments of children's learning to ensure work is well matched to their needs. Leadership and management are good with a strong emphasis on enabling children to become independent learners. It has also ensured strong links with parents who are very pleased with the efforts made to ensure their children enjoy school.

What the school should do to improve further

- Increase pupils' involvement in assessing their own work, and ensure that marking and individual targets are used consistently to help pupils to improve.
- Improve attendance, particularly in ensuring that all parents are clear about the negative impact of taking holidays during term-time.

Achievement and standards

Grade: 2

Pupils' progress and achievement are good and standards are well above average. This is an improvement since the time of the previous inspection when achievement was satisfactory and standards average.

Standards have fluctuated over the last few years. In 2008, they were just above average in reading, writing and mathematics. The 2009 results show that standards are well above average in writing and mathematics and even higher in reading. Pupils make good progress overall given their starting points and capabilities. The school has worked hard to improve pupils' performance, but in a stimulating manner. For example, a six-week book festival and a reading challenge helped to improve standards in reading and enabled some very good progress.

Pupils with learning difficulties and/or disabilities make good progress due to clear individual education plans and small group support targeted effectively at their specific needs. Pupils

with English as an additional language also have small group support to develop their vocabulary. This has helped to ensure that they too make good progress.

Personal development and well-being

Grade: 2

Pupils have a good awareness of the benefits of healthy snacks and exercise. They eat fruit and drink water regularly during the day. Behaviour is good in lessons and around the school. Pupils are polite and helpful, holding doors open and confidently giving directions. Most enjoy school a good deal and have very positive attitudes to learning. Their attendance is satisfactory. Pupils have a good knowledge and understanding about keeping themselves safe. Their spiritual, moral and social development is good. They show a good level of concern for each other and have a strong sense of right and wrong.

Pupils make a good contribution to the school community through the school council and by taking on other responsibilities such as welcoming new pupils who come into the school. Pupils express their views confidently and listen well. These skills, together with the good progress they make in literacy and numeracy and good work habits, ensure they are well prepared for their next stage of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good because teachers have good subject knowledge and good use is made of resources to support pupils' learning. A good example of resources being used well was seen in a Year 2 literacy lesson when the teacher made effective use of the interactive whiteboard to show a fantasy environment. The pupils enjoyed the visual and sound effects which in turn helped them with their story writing. In all classes, teachers have good relationships with their pupils so that pupils are motivated, keen to learn and behave well. Teachers make good use of talk partners and this helps pupils to develop their ideas and improve their communication skills. Teaching assistants make a good contribution to pupils' learning through their support for small groups and individuals, particularly through the small group booster sessions they provide for pupils not making enough progress.

Curriculum and other activities

Grade: 2

Pupils achieve well and enjoy what is on offer because the curriculum is well planned, covers all subjects and stimulates their learning. The use of topics such as Robin Hood has fully engaged pupils and resulted in some good work on history through a visit to the Amesbury Archer.

There is good provision for literacy, numeracy and information and communication technology (ICT) which ensures pupils make good progress. Pupils' writing skills are used well across the curriculum, but there is less evidence of the effective use of numeracy skills in other subjects. Strong provision for personal, social and health education supports pupils' personal development well. There is good attention to health and safety, as shown by the Healthy Schools award and visits from the fire service.

Excellent curricular enrichment is provided through, for example, the recent book festival that included visits from poets and authors, and a visit to Radio Odstock by the children in Reception.

Pupils also enjoy an excellent range of after school clubs such as orienteering, football, recorders and gardening.

Care, guidance and support

Grade: 2

The school provides a very safe learning environment for all pupils, and a high level of care. At the time of the inspection, safeguarding and child protection procedures met current government requirements. Attendance is monitored well, including the few pupils whose attendance is not high enough. However, there is further scope for the school to work with those parents who may not be fully aware of the consequences of taking children on holiday during term time. Risks for off site visits are carefully assessed. There are good arrangements in place to ensure the safe use of the internet and to ensure that the pupils are aware of the possible dangers of using email and other forms of electronic communication.

Leaders ensure that pupils with learning difficulties get the help they need including effective support from outside agencies when required. Good links with pre-school play groups and the junior school ensure a smooth transfer between phases.

The quality of marking is variable, and pupils are not always informed clearly about how to improve their work. Pupils have group targets but these are not always used regularly enough, nor are they specific enough, to support learning in lessons and this limits pupils' involvement in improving their work.

Leadership and management

Grade: 2

Effective self-evaluation has enabled the headteacher in particular to have a very clear view of the school's strengths and weaknesses. She has communicated this effectively to the leadership team who are developing their roles well. Effective monitoring of lessons by the headteacher has ensured good teaching in the school. Although subject leaders have carried out some very successful work in their areas of responsibility, there is now scope for them to be more involved in the monitoring process to spread their expertise. The school development plan is a useful tool which is shared and understood by all and is clearly the driving force behind school improvements. Governors are well informed and fully involved in the work of the school. As a result, they are able to act well as a critical friend.

The school makes a good contribution to community cohesion. It works well with a range of local leaders to improve services to parents and pupils. It has worked well to ensure that pupils with English as an additional language and their parents are well supported and their culture valued. It has evaluated the impact of its work in this 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.

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?	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	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	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?	2
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**

2 July 2009

Dear Pupils

Inspection of Wyndham Park Infant School, Salisbury SP1 3BL

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. We thoroughly enjoyed chatting to you and were very pleased to learn how much you enjoy school, especially the excellent range of visits, visitors and special events.

We found your school to be providing you with a good education.

Here are some other things we liked:

- You make good progress across the school because your teachers make lessons interesting and senior leaders keep a close check on how well you are doing.
- You have an excellent headteacher who is very keen to ensure your school is a happy and safe place where you can work hard and do your best.
- You enjoy school, behave well and are keen to learn.
- Your school takes good care of you so that you feel safe and secure.

Every school has something it could do better, so this is what we have asked your school to do to help you learn even more:

- Teachers need to involve you more in making your work even better, including setting individual targets for your learning.
- Encourage your parents not to take you on holiday during school time so that you do not miss any time in school.

Yours faithfully

Janet Sinclair

Lead inspector