

# Southbroom Infants' School

## Inspection report

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<b>Unique reference number</b>	126191
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	395559
<b>Inspection dates</b>	3–4 May 2012
<b>Lead inspector</b>	Stephen Lake

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Crowe
<b>Acting executive headteacher</b>	Jan Wilson
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	The Green Devizes Wiltshire SN10 5AA
<b>Telephone number</b>	01380723184
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<b>Age group</b>	4–7
<b>Inspection date(s)</b>	3–4 May 2012
<b>Inspection number</b>	395559



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## Introduction

Inspection team

Stephen Lake

Additional Inspector

Sandra Woodman

Additional Inspector

This inspection was carried out with two days' notice. A variety of classroom observation techniques were used, often in partnership with a member of the senior staff. Inspectors observed 10 teachers and visited 19 lessons or parts of lessons. Short visits were made to a further eight sessions and the school's reading recovery programme. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school's strategic plan for raising achievement and evaluated samples of pupils' work. Other documents looked at included curriculum planning, documents relating to safeguarding and child protection, records of pupil attainment and progress and records relating to the monitoring of teaching. Some parents and carers were consulted at the start of the school day. Inspection questionnaires received from pupils, staff and 82 parents and carers were analysed. There were no responses to the on-line questionnaire (Parent View).

## Information about the school

The school has increased in size considerably since the previous inspection but it is still slightly smaller than most schools of its type. The large majority of pupils are White British with a few from other ethnic groups. There are more disabled pupils or those who have special educational needs than average. A larger than average percentage of these are supported at school action plus or have statements of special educational needs, mostly for speech and communication difficulties or behaviour, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is broadly average. The school runs an after-school club. The headteacher is currently acting as executive headteacher of this school and the partner junior school and the deputy headteacher is acting as head of school.

A children's centre and a pre-school, managed by independent providers and situated on the school site, were not included in this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not outstanding because there are inconsistencies in teaching, that restrict some pupils' achievement, and there is a lack of detail in the school development plan, which limits some aspects of its effectiveness.
- Pupils achieve well. Most make good progress from their starting points especially in reading where progress is accelerating, but a few more-able pupils do not achieve their full potential, particularly in writing and mathematics.
- Teaching is predominantly good and ensures good learning for most pupils. Nevertheless, there are a few inconsistencies in pace and challenge, in teachers' questioning skills, and the use of information on pupils' progress to plan tasks that match pupils' ability. This affects particularly the more-able pupils.
- Behaviour and safety are good. Pupils are enthusiastically engaged in lessons and behaviour around the school is good. Pupils understand how to keep themselves safe.
- Leadership and management are good. Senior leaders have a clear understanding of the strengths and weaknesses of the school and use this information effectively to plan school improvement, although this is not set out clearly enough in the school development plan to enable easy monitoring by governors. The headteacher's effective management of staff's performance is based on thorough and robust systems for checking on the quality of teaching and learning. Middle managers provide strong support for checking the quality of the school's work, although their contribution to the plans for improvement is less well developed. The broad and balanced curriculum provides well overall for pupils' academic and personal development. All parents and carers who responded to the questionnaire would recommend this school.

## What does the school need to do to improve further?

- Improve the proportion of pupils achieving the higher Level 3, especially in writing and mathematics, by April 2013 by:
  - ensuring that information on pupils' progress is used more consistently to plan and adapt learning so that all pupils are challenged to achieve their

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- very best
- developing more systematic methods of questioning pupils and monitoring the effectiveness of these
- ensuring that learning proceeds at a brisk pace in all lessons.
- Improve the effectiveness of leadership and management by September 2012 through:
  - setting out development plan priorities in such a way that success can be clearly quantified and measured
  - including timescales for action on these priorities, with progress points clearly identified
  - involving governors and managers at all levels in checking progress on the priorities more frequently.

## Main report

### Achievement of pupils

Children skills and abilities on entry to Reception vary considerably, but are just below those expected for their age. However, as a result of improved teaching, children's progress is now accelerating in all areas of learning. Whatever their starting points, which vary, pupils make good progress in their learning and achieve well, especially in reading. Until recently, pupils have started Year 1 with skills that were below average and so, despite good progress, have attained broadly average standards in national assessments. Attainment is improving, although the proportion currently working towards the higher Level 3 is smaller than could be expected, particularly in writing and mathematics. Disabled pupils and those with special educational needs are supported well and their learning is consistently good. This is enabling the school to close the gap between lower and middle-attaining pupils. The vast majority of parents and carers agreed that their children were making good progress in the school. Inspection evidence endorses this view.

A consistent focus on teaching letters and sounds is ensuring good progress in reading. Reading standards are above average by the end of Year 2. Pupils can read fluently and accurately. When they meet unfamiliar words, they readily separate the word into segments and blend together. Throughout the school, pupils enjoy their learning and quickly settle to work. They listen well and respond to teachers' questions enthusiastically. They cooperate well with each other and show persistence when they tackle problems. In a good lesson observed in Year 2, pupils responded well to the challenge of learning how to use rhyming couplets to make their description of a wizard more interesting. Learning is enhanced through opportunities to link learning to enjoyable activities. For example, in a typically good lesson observed in Reception, children demonstrated their emerging writing skills by describing what happened when they fired pneumatic rockets that they had helped make. They were enthused by this lesson, which also made a very strong contribution to their spiritual, moral, social and cultural development. Parents have good opportunities to support such learning through a very good quality 'Blog' that

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not only records the activities that children are engaged in but also provides ways for parents to help their children learn from the experiences.

## Quality of teaching

Inspection evidence shows that teaching is mostly good, with a little that is outstanding. Teachers make good use of information and communication technology to stimulate and motivate pupils. For example, in a good lesson in Year 1, the teacher made particularly effective use of short clips from a film to motivate pupils to write their descriptions of a dragon. Questioning about the key features of the dragon seen in the film then developed pupils' understanding of the vocabulary needed to write a good quality description of a dragon. However, although in most lessons teachers' questioning enables pupils to demonstrate what they already know, this is not done systematically. As a result, not all pupils are given regular opportunities to respond. Where this occurs, it can slow the pace of learning for the most able and also limit the teacher's understanding of the progress that all pupils are making.

All of the parents and carers who responded to the inspection questionnaire consider that the teaching is good. Inspection evidence supports this view. Teachers make good use of visits and visitors when implementing the well-planned curriculum. This makes a strong contribution to learning and to pupils' spiritual, moral, social and cultural development. For example, when 'Arctic Bob' visited the school, many opportunities were provided to reflect upon his achievements in the race to the North Pole and to try out some of his training methods such as attempting to ski across grass while towing a tyre.

In most lessons, the sharing of objectives with pupils is well focused and sets a secure context for learning. Nevertheless, in a significant minority of lessons, broad objectives are set for the whole class and do not challenge the most-able pupils well enough. This slows the pace of learning for high-attaining pupils in those lessons. In some lessons, rapid progress is limited because lessons do not proceed at a brisk pace. In these lessons, teachers take too long explaining the lesson or going over previous work. This limits the time available for tasks that match the different abilities of pupils.

Pupils appreciate the way teachers talk to them about their work and how to make it better. For the older pupils, teachers' written marking reinforces oral guidance well. Disabled pupils and those with special educational needs are supported well by capable teaching assistants to enable them to be fully engaged in learning. A range of good additional provision for those who may be at risk of falling behind is consistently effective in improving pupils' progress.

## Behaviour and safety of pupils

Pupils' behaviour and attention to safety are good. The vast majority of parents and carers confirm this. A few parents and staff are concerned that the behaviour of a small group of pupils occasionally disrupts lessons. They agree that this is dealt with

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effectively, praising particularly the support given to pupils with behavioural, emotional or social difficulties. Inspection evidence substantiates the view that all adults in the school manage pupils' behaviour effectively and consistently. Robust and well-targeted actions by the school, such as the use of a family support adviser and the appointment of a teaching assistant to support pupils' emotional well-being, have consolidated improvements in behaviour. These arrangements support those with behaviour, social or emotional difficulties particularly well, and help them to remain engaged in learning.

Pupils say they feel very safe in school and that incidents of bullying are rare. Pupils have an awareness of some different types appropriate to their age, including physical, verbal and emotional bullying. They have a limited understanding of cyber bullying as most are too young to use communication systems in this way, but they know that older children sometimes have messages on their computers or phones which may not be pleasant, and that they learn what to do about these. Pupils are confident that any bullying that might occur will be dealt with effectively. They say that adults listen to them and they can share any concerns easily. The school's efforts to improve pupils' attendance are enjoying success. Overall attendance is average. The after-school club provides a calm and enjoyable environment for those pupils who participate.

## **Leadership and management**

The current leadership arrangements are providing a good opportunity to share expertise and review the performance of pupils after they leave the school. This has strengthened partnerships and benefitted pupils' overall achievement. Together with the deputy headteacher acting as head of school, the executive headteacher enthuses all staff with an ambition to improve the school further. The supportive governing body is active in evaluating the work of the school. Governors have a clear understanding of its strengths and areas for development but their checks are hampered by a lack of detail in the school development plan.

Middle managers have a strong understanding of their roles and work effectively to maintain the strengths of the school and improve further. They support senior leaders well in checking frequently and regularly upon the quality of teaching and learning. Teaching has improved over the last few years as a result of this close monitoring linked to targeted professional development. This has contributed to the improving progress throughout the school, including the Early Years Foundation Stage. Nevertheless, there is some inconsistency and variation in the contributions made to the school improvement plan, with some aspects lacking enough detail. In particular, key areas for improvement do not show precisely what is expected in a way that can be measured and the timeline for achieving success is not clear enough. The impact of the work of all leaders and managers can be seen in the good teaching and improving rates of pupil progress and behaviour. The improvements over the last few years show a clear capacity to maintain strengths and improve further.

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The curriculum is appropriately broad and balanced and places a high emphasis on creativity which teachers can draw on when planning learning. It contributes well to pupils' spiritual, moral, social and cultural development, often through the celebration of the different cultures represented in the school. Safeguarding procedures meet requirements.

The school takes great care to ensure equality of opportunity and prevent discrimination. The progress of all pupils, especially those whose circumstances have made them vulnerable, is monitored regularly and frequently. The good quality information gained is used effectively overall and results in the equally good achievement of the vast majority of pupils.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 May 2012

Dear Pupils,

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

Thank you for making us welcome when we came to visit your school. We enjoyed talking with you about your learning. Yours is a good school and you attain standards better than most children of your age by the time you leave Year 2. Here a few of the things that we liked about your school.

- The teaching in your school is good and teachers work hard to make your learning fun.
- The school provides a lot of interesting things to help you learn. We especially enjoyed reading about your rockets on the school 'Blog'.
- You feel safe in school and adults care for you well.
- Your headteacher has an accurate view of what is working well in school and where improvements are needed. Together with the teachers and the governing body, she is using this information to help improve the school.
- You behave well and willingly follow the instructions of your teachers.

To help you learn even more effectively and raise your achievement further I have asked the school to:

- help those of you who find learning easy to achieve even better by making sure that teachers plan lessons with tasks that really make you think hard
- ensure that even more teaching is good or better by making sure that lessons move fast with lots for you to do that is just right for you
- make sure that the plans for making your school better explain more clearly what and how quickly targets should be met.

You can help by telling your teachers when you find work easy and continuing to work hard at school.

Yours sincerely

Stephen Lake  
Lead inspector

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