

Hiltingbury Infant School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 115980 |
| Local Authority | Hampshire |
| Inspection number | 357856 |
| Inspection dates | 5–6 October 2010 |
| Reporting inspector | Keith Sadler |

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

| | |
|--|---|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 269 |
| Appropriate authority | The governing body |
| Chair | Sue Murrell |
| Headteacher | Sue Moores |
| Date of previous school inspection | 6 October 2010 |
| School address | off Hiltingbury Road Eastleigh SO53 5NP |
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Introduction

This inspection was carried out by three additional inspectors. Twenty-one lessons were seen and 13 teachers and practitioners were observed. The inspectors held meetings with representatives of the governing body, staff, and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and pupils and from 135 parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Pupils' progress in writing.
- The improvements in teaching since the previous inspection.
- How well the curriculum is tailored to meet the pupils' needs.
- The quality and rigour of monitoring and evaluation processes.

Information about the school

Hiltingbury is bigger than most primary schools. It is heavily over-subscribed and most of the pupils live in the locality. Although the number of pupils from minority ethnic backgrounds is increasing, the very large majority of pupils are of White British heritage. The proportion of pupils who are identified as having special educational needs and/or disabilities is about half the national average. However, the number that has a statement of special educational needs is high. This is because the school has special provision for speech, language and communication which serves a wide area. There is a before- and after-school provision which is managed by the governing body and was part of this inspection. The school has gained a number of awards, including Healthy School status and the Sports Activemark.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hiltingbury Infants is a good school. The headteacher's passionate leadership and dedication to improvement is shared by the staff and the governing body, and all are committed to gaining the best provision and outcomes for pupils. The outstanding curriculum and good teaching are the key reasons that ensure that all pupils make good progress. In consequence, attainment is high.

The school has improved its care, guidance and support for pupils since the previous inspection which contributes significantly to pupils' excellent personal development. The school places the welfare and health and safety of the pupils at its heart. The arrangements for child protection are outstanding. The pupils' highly positive attitudes and their outstanding behaviour help to create a happy and harmonious community. Pupils thoroughly enjoy school and learning because the curriculum is carefully planned to build on pupils' interests and curiosity. A careful balance is secured between developing the pupils' personal and academic achievement and this leads them to be exceptionally well prepared to move to the partner junior school. There have also been improvements in teaching since the previous inspection. Most lessons are of good quality, and some are outstanding. Teachers plan lessons effectively and ensure that work is matched well to the differing abilities of the pupils. They are helped to do this by excellent assessment systems. Pupils' progress is tracked carefully, teachers question pupils well to ascertain their understanding and marking is of high quality. All these factors lead to the pupils' good achievement.

Children enter the Reception classes with skills and abilities that are generally above those that are expected, particularly in their personal and social skills. They settle quickly and well because their welfare is at the heart of the provision. Because teaching is consistently good, children make good progress in their learning, particularly in their problem solving, reasoning and number skills. They benefit from a well-organised curriculum. However, the outside area is not as well developed as the indoor learning environment. Activities are not as rich and staffing levels, on occasion, are not sufficiently high to ensure consistently good progress. Despite this, most children meet the expected learning goals when they enter Year 1 and many exceed this. Progress continues to be good for all groups of pupils in both Year 1 and 2 and, by the end of Year 2, attainment is high in reading and writing and is exceptionally high in mathematics. However, the school is keenly aware that although improving, in writing, the attainment of the boys of average ability is not as quick as it is in reading or mathematics. Throughout the school, good quality intervention work, including focused support for individual pupils, is successfully filling gaps in learning for those pupils that have speech, language and communication difficulties.

Arrangements to monitor the quality of provision and pupils' attainment are excellent. All staff play an important role. Teachers with responsibilities are very thorough in checking

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learning. They analyse progress and teaching well and their high quality evaluations provide an excellent range of information for senior staff. In addition, governors are regularly informed and this enables them to fulfil their responsibilities exceptionally well. Senior staff also make excellent use of information to ensure that planned improvement priorities are carefully tracked. Hence, the school development plan provides an excellent and comprehensive tool for steering developments. Excellent partnerships with the junior school, the local authority and outside agencies, as well as working with the national agency for developing the curriculum, benefit the pupils. The good improvement since the previous inspection in many areas demonstrates a good capacity for further improvement.

What does the school need to do to improve further?

- Boost the progress of middle ability boys' writing to equal that which they achieve in reading and mathematics.
- Enhance the quality of outdoor provision in the Early Years Foundation Stage to ensure that:
 - all areas of learning are effectively provided for
 - staffing levels are sufficiently high enough to enable practitioners to support children when in the outdoor area.

Outcomes for individuals and groups of pupils

2

Pupils are keen to become fully involved in the interesting and well-prepared activities that characterise lessons. This is reflected in their high levels of attendance. Teachers ensure that pupils develop their skills of collaboration and independence well. This is because they plan lessons that build successfully on the pupils' interests. Pupils enter Year 1 with skills and abilities that are above average. They make good progress in lessons in reading and writing. In mathematics, teachers are particularly successful at building pupils' mathematical knowledge and understanding and are adept at providing practical activities that enable them to apply their learning well. This results in outstanding progress in mathematics. In literacy, progress for boys has not been as strong as for the girls in the past, particularly in writing. However, amendments to the curriculum for writing by providing activities and themes that capture the boys' imagination have resulted in accelerating their progress. Higher attaining boys make good progress but the school is aware that there is now a need to quicken the progress in writing of middle ability boys.

Pupils are proud of their school, enjoy making friends and they feel very secure in the supportive environment. They are confident, and happy. They have a keen and thorough understanding of the need to conduct a healthy lifestyle and this is reflected in the school gaining healthy school status. Pupils thoroughly enjoy the aerobic exercises in classes, and they know the importance of a balanced diet. Even the youngest children in a dance session in the hall understood the importance of 'warming up' their bodies before exercise. Pupils thoroughly enjoy taking on responsibility such as by being a 'red cap' helper during lunchtime or a member of the school council. They are talking enthusiastically about being part of the rights, respects, responsibilities (RRR) team and explain how they recycle for the school and community.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 1 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The good quality teaching is at the heart of the school's drive for sustained improvement. Clear objectives, excellent assessment routines and precise questioning and effective use of support staff are key strengths in teaching. Topics and themes are carefully chosen to link subjects and reinforce and develop key skills. Information and communication technology (ICT) skills as well as writing and mathematics skills are effectively built into lessons. This is supported by pupils being clear about their learning targets, which include personal development targets. Reception children, for example, are currently focusing on teamwork and sharing. 'Three of us carried the construction box together. Now that is teamwork,' proudly exclaimed one boy. Occasionally, learning is slowed because teachers spend a little too long explaining the activities. The resource provision for pupils with speech, language and communication difficulties is particularly effective. These pupils are taught outstandingly well and make rapid progress in their learning. They spend much of their day integrated into classrooms and, here too, they make good progress. Other pupils with special educational needs and/or disabilities also progress well towards their individual targets because they are supported well both in the classrooms and when withdrawn for individual or small group support.

The quality of the curriculum is recognised by the local authority, who have identified it as a lead school. The curriculum is rich and diverse and there is a carefully constructed balance between basic skills in literacy and numeracy and the development of pupils'

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performance and skills in subjects such as ICT, history, geography and the arts. It is underpinned by a sensitive and supportive programme of personal, social and health education. In addition, the curriculum is enriched by a wide range of visits and extra-curricular activities.

Pupils are known well by the staff and this, when linked to the close monitoring of pupils' academic and personal development, enables any potential barriers to learning to be removed quickly. There is close liaison with outside agencies to provide specialist support for vulnerable pupils and their families. In addition, specialist support staff are trained well to support the pupils' emotional development. The quality of this care and support is recognised and highly valued by parents and carers. They also appreciate the good quality before- and after-school care arrangements, with some commenting on the valuable support they receive through the weekly sessions.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

There is strong leadership from senior staff. The quality of the leadership and management of the headteacher has been pivotal to the school's increasing effectiveness. She is supported well by senior staff and teachers with responsibilities who play an important role in the highly effective management of teaching and learning. Each leader completes a full and detailed analysis that provides a wide-ranging evaluation. The staff work closely as a team, all views are valued and staff morale is high. The school promotes equality and tackles any form of discrimination well. As a result, all groups of pupils make good progress, apart from some middle ability boys in their writing. Governance is outstanding. Governors work very closely with the school and they share monitoring and evaluation procedures exceptionally well. They benefit from close links with staff in all areas and there are well-honed quality assurance and risk assessment systems. All systems and procedures to ensure safeguarding are carried out exceptionally thoroughly.

Community cohesion is strongly promoted within the school and in the local area. Links and partnerships with other schools nearby, particularly the junior school, and outside agencies are extensive and show a thorough understanding of local needs. Pupils are proud of their involvement in a project in which pupils designed a bag to be made by villagers in Tamil Nadu. These were then sold in the school and profits sent to the village.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Good leadership and management and close teamwork ensure that the children's needs are identified early. High quality induction procedures ensure that children settle quickly and well, and they already have a strong understanding of the Reception class routines. They are safe and secure. Detailed planning takes good account of children's starting points, and well-planned topics ensure all areas of learning are covered, with a particular focus on reading, speaking and listening, writing and number skills. Teaching is good. Adults respond skilfully to the children and support is particularly good for children with special educational needs and/or disabilities. Children listen attentively, thoroughly enjoy the activities provided for them and make good progress, particularly in their personal, social and numeracy skills.

The indoor areas are exceptionally well organised to enable children to develop independence because all the resources are accessible and labelled well. There is a creative and stimulating learning environment. However, opportunities for making use of the outdoor area are more limited. Although the space is generous, the activities provided are not as purposeful and enticing for children as those indoors. In addition, on occasion, there are too few staff outdoors to support children's learning.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. They were unanimous in stating that the school keeps their children safe, the teaching is good and also that overall they are happy with their children's experience at the school. Inspectors' findings confirm these positive views. Only one parent or carer from the unusually large proportion that completed the questionnaire said that their child did not enjoy school. The issue of greatest concern to parents and carers was the information that the school provides about their children's progress. This was investigated as part of the inspection, and it was found that the school's arrangements at least match those typically found in infant schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hiltingbury Infant school to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 88 | 65 | 46 | 34 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 84 | 32 | 51 | 38 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 48 | 36 | 67 | 50 | 8 | 6 | 2 | 1 |
| My child is making enough progress at this school | 64 | 47 | 58 | 43 | 6 | 4 | 0 | 0 |
| The teaching is good at this school | 81 | 60 | 49 | 36 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 75 | 56 | 53 | 39 | 5 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 91 | 67 | 42 | 32 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 71 | 53 | 50 | 37 | 4 | 3 | 0 | 0 |
| The school meets my child's particular needs | 70 | 52 | 58 | 43 | 3 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 42 | 40 | 64 | 47 | 2 | 1 | 0 | 0 |
| The school takes account of my suggestions and concerns | 63 | 47 | 59 | 44 | 3 | 2 | 1 | 1 |
| The school is led and managed effectively | 85 | 63 | 46 | 34 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 86 | 64 | 48 | 36 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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 October 2010

Dear Pupils

Inspection of Hiltingbury Infant School, Eastleigh SO53 5NP

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found. Yours is a good school. Your teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. The youngest children settle very quickly and well in Reception and they also do well. Those of you who find learning hard make really good progress because the teaching assistants support you well.

You told us that your school is a very happy place and that the adults look after you really well. We agree with you and so do your parents/carers. We were very impressed about how well you get on together. Your behaviour is outstanding, you have an excellent understanding about being healthy and also you feel very safe in school. We think that your headteacher does an excellent job and she is greatly helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours, there are things to improve. We have asked your headteacher and the governing body to make sure that the boys make as good progress in writing as in reading. We have also asked that more learning and play activities are provided in the outdoor Reception area and that there are more adults to help the children to learn outside.

We really enjoyed our time in your school. Thank you for taking time to talk to us and watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler

Lead inspector

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