

Sheet Primary School

Inspection report

Unique Reference Number	115946
Local Authority	Hampshire
Inspection number	357851
Inspection dates	30 September 2010–1 October 2010
Reporting inspector	Joy Considine

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Mark Harvey
Headteacher	Kathy Iles
Date of previous school inspection	18 March 2008
School address	School Lane Petersfield, Hampshire GU32 2AS
Telephone number	01730 263310
Fax number	01730 269738
Email address	kathy.iles@sheet.hants.sch.uk

Age group	4–11
Inspection dates	30 September 2010–1 October 2010
Inspection number	357851

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by five teachers. They held meetings with members of staff, two members of the governing body and pupils. They observed the school's work and looked at school development planning, minutes from governors' meetings, assessment records held by the school, pupils' work and other documentation relevant to the inspection. They analysed 49 questionnaires completed by parents and carers.

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

- Attainment and progress of all pupils to ensure they were doing as well as they could in English and mathematics.
- How well teaching and the curriculum meet the needs of all pupils, particularly boys and those who are in Key Stage 1.
- The impact leaders and managers have in ensuring that all groups of pupils, including those who have special educational needs and/or disabilities, make at least expected progress.

Information about the school

The school is much smaller than most primary schools and serves the local village and surrounding area. Most pupils are of White British heritage with few who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average. Most of these pupils have specific learning difficulties or dyslexia. The proportion of pupils who are eligible for free school meals is much lower than average. The school has gained the award of Advanced Healthy Schools.

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

The school has successfully addressed the issues for improvement from the last inspection and now provides a good quality of education for pupils. Staff and governors work closely as a team and have created a delightful environment in which pupils feel safe and secure and make good progress in all aspects of their development. One parent wrote, 'The school offers a very effective learning environment where children feel comfortable and are able to learn and develop.'

Pupils are happy and confident and they enjoy the wide range of responsibilities they have in the school and the wider community. For example, older pupils help in the school office and the library and all pupils take part in the Petersfield Festival of Youth. The school council has been actively involved in developing the playground and it organised a fund raising event to support victims of the Haiti earthquake. Pupils say that all adults are very caring and take the time to listen to them. The school has worked hard with parents and carers and the education welfare officer and attendance is now well above average.

Attainment at the end of Year 6 has improved and is now significantly above average in English and mathematics. This is because the school has systematic procedures in place to record and track pupils' progress and to ensure that they meet their challenging targets. The quality of teaching is good overall with some that is outstanding and this has helped pupils to make good progress in these subjects. Pupils who have special educational needs and/or disabilities although working at lower levels than their peers make excellent progress because they have good support targeted at their specific needs.

Scrutiny of pupils' current work showed that learning activities in some subjects do not build on previous learning and this slows the progress that pupils make. This is because teachers do not always make enough use of assessment information to plan lessons which meet the needs of all pupils. Attainment in reading, writing and mathematics at the end of Year 2 has improved and is now broadly average with little variation between subjects and groups of pupils.

The school provides excellent care, guidance and support for all pupils and as a result, pupils' learning and development are good and sometimes outstanding. Staff know pupils well and they are able to put into place support when difficulties arise.

The curriculum is broad and balanced and is well planned to incorporate learning skills such as perseverance, cooperation and teamwork. However, teachers have not identified how pupils' skills develop progressively in some subjects such as mathematics and science and this slows the progress that pupils make.

The headteacher leads a strong team of staff who are ambitious for pupils. They are reflective and they strive to improve their own skills through a planned programme of professional development. School leaders monitor teachers' lessons and their planning and

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

they provide feedback which has led to improvement in teaching since the last inspection. However, they do not carry out scrutiny of pupils' work and this means that they do not always gain a full picture of where further improvements are needed. All staff and governors are involved in self-evaluation and so they have a good understanding of the school's strengths and areas for development. Consequently, the school has good capacity to improve further.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - raising teachers' expectations of what pupils can achieve
 - making more use of assessment information to plan lessons that are better matched to the needs of all pupils
 - making use of the good examples of teaching already in the school as models for improvement
 - monitoring the quality of pupils' work in their books to make sure it is as good as it could be.
- Ensure that pupils' skills in some subjects such as mathematics and science develop progressively so that pupils can make more progress.

Outcomes for individuals and groups of pupils**2**

Pupils appreciate school and this is reflected in their positive attitudes and good behaviour in and around the school. They have a good understanding of the need to adopt a healthy lifestyle. They say school meals always have fruit and vegetables and they enjoy the wide range of physical activities available for them. The school has gained the award of Healthy Schools in recognition of its work.

Children enter school with skills that are broadly expected for their age and they make good progress so by the end of Year 6, their attainment is significantly above average. Pupils' progress in English and mathematics is good rather than outstanding because some teachers do not provide pupils with enough challenge in lessons. For example, in some lessons seen during the inspection, pupils had to present their work on photocopied worksheets leaving little opportunity for them to develop their recording skills independently. There is little variation in attainment or progress between subjects or groups of pupils. Teachers set targets for pupils in English and mathematics and pupils are aware of how well they are doing in lessons. As one pupil said in a literacy lesson, 'It is challenging, but we are more than capable of doing it.' The curriculum makes a strong contribution to pupils' good spiritual, moral, social and cultural development. For example, pupils in all classes studied South Africa and that enabled them to explore the differences in lifestyles between themselves and children from communities very different to their own.

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

These are the grades for pupils' outcomes

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

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?

There has been an increased focus on pupils' understanding of their own learning and this has inspired them to work hard in lessons and make good progress as they move through the school. Most teachers have good subject knowledge and they use imaginative methods to capture pupils' interest. For example, in one lesson, the teacher used drama to explore a story told through a different point of view. This allowed pupils to think about how a dilemma could be resolved when looking at the problem in a different way. However, there are variations in the quality of teaching seen. Not all teachers make enough use of assessment information to plan lessons that match the needs of pupils and this slows their progress. Relationships between adults and pupils are good. In lessons, most teachers use questioning effectively to assess pupils' understanding and to adjust their lessons accordingly. In some lessons, teachers use information and communication technology (ICT) well to develop learning but there are some instances where pupils' own use of ICT to record their work is a simple repetition of what they have already done. The curriculum is enhanced by a wide range of visitors to school. For example, a visit by the fire and rescue service made a valuable contribution to pupils' understanding of safety. Pupils visit local places of interest such as Southsea Castle and the Weald and Downland Museum. Partnerships with local schools provide opportunities for pupils to learn French and to compete in inter-schools sporting events.

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

The school provides a very safe, secure and welcoming learning environment in which pupils are very well cared for. Procedures for checking staff and visitors are thorough and health and safety assessments are carried out regularly. There are good arrangements for child protection in place. The school makes good use of external partners such as the education welfare officer and the behaviour support service to provide extra support for those pupils who have additional needs. There are excellent transition arrangements in place for pupils entering the school and for those leaving the school at the end of Year 6.

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders share a common sense of purpose which is to ensure that all pupils 'know how to learn and are ambitious for themselves and for others'. This is reflected in the pursuit of excellent teaching and a curriculum which engages the interest of all pupils. Monitoring of teaching is fully embedded and closely linked to professional development. However, there is not enough focus on monitoring the quality of pupils' day-to-day work in lessons and this means that progress is not as good in some classes as it is in others. Governors ensure safeguarding procedures are effective, know the school well and have a good understanding of the school's strengths and areas for development. The school promotes community cohesion well. Governors have evaluated the school's context and have an action plan showing how this work is to be developed further. The school places equal opportunities at the heart of its work and, consequently, gaps in attainment between different groups of pupils are closing rapidly. The school's work with those who are particularly vulnerable has largely eradicated any discrimination. The school deploys staff and resources well in order to provide good value for money and is well set for future development.

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

These are the grades for leadership and management

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

Children are welcomed into a bright, attractive environment in which they move freely between the classroom and the outdoor area. Although most children make good progress, there are some boys who are slower to develop their skills in language, literacy and communication. Staff are aware of this and they have put in additional support to help these children. Adults make good use of assessment information to plan activities that are well matched to children's developmental needs. Children are motivated and they confidently approach adults and demonstrate that they are happy and safe. They get on very well together and are able to share, to take turns and to listen and respond appropriately to each other. There is a good balance of activities for children. Some of these are led by adults and some are where children are able to select for themselves. Adults use good questioning skills to challenge children and to extend their understanding. There is a wide range of good quality resources that are thoughtfully arranged. The outdoor area is particularly well used for children who are able to work and play freely and safely. The leader of the Early Years Foundation Stage is a skilled practitioner and has carried out a full evaluation of provision. From this she has identified appropriate plans for further development. She has high aspirations and a determination to provide the highest quality experiences for children.

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

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

Most parents and carers are pleased with the overall quality of education that the school provides. They feel that teaching is good and that their child is making good progress. A few had concerns that unacceptable behaviour was not well managed by the school and that the school did not always listen to parents' and carers' views and concerns. During the inspection, pupils behaved well both in lessons and around the school and pupils themselves say that most pupils behave well. The school is aware that communications between parents and carers and themselves need to be improved and have plans to make the website more interactive. A very small minority of parents and carers feel that their child is not safe but did not give details to support their view. During the inspection, inspectors found no evidence to support this view and pupils themselves said that they felt very safe in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sheet Primary 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	69	14	29	0	0	0	0
The school keeps my child safe	28	57	16	33	5	10	0	0
My school informs me about my child's progress	21	43	24	49	3	6	0	0
My child is making enough progress at this school	19	39	26	53	2	4	0	0
The teaching is good at this school	25	51	21	43	1	2	0	0
The school helps me to support my child's learning	25	51	23	47	1	2	0	0
The school helps my child to have a healthy lifestyle	24	49	23	47	1	2	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)	25	51	16	33	1	2	0	0
The school meets my child's particular needs	20	41	25	51	3	6	0	0
The school deals effectively with unacceptable behaviour	13	27	23	47	8	16	0	0
The school takes account of my suggestions and concerns	16	33	23	47	6	12	0	0
The school is led and managed effectively	18	37	24	49	5	10	1	2
Overall, I am happy with my child's experience at this school	27	55	19	39	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.



5 October 2010

Dear Pupils

Inspection of Sheet Primary School, Petersfeld GU32 2AS

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting you all and hearing what you had to say about your school. You told us that you enjoy your lessons because teachers make lessons fun. There is also a wide range of extra-curricular activities for you to do. You said that you felt very safe in school because adults care very much for you.

We judge that yours is a good school because you are reaching high standards in English and mathematics at the end of Year 6. In your lessons most of you work hard and make good progress but some of you could be making even more progress and this is what we have asked your school leaders to do.

- Make teaching even better by using assessment information to plan lessons that challenge you more and that are better matched to your needs.
- Improve the curriculum by ensuring that key skills and knowledge in each subject build on each other so that you make better progress.

I know that you will do all you can to make Sheet Primary an even better school and I wish you all the best for the future.

Yours sincerely

Joy Considine

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.