

Fairisle Infant and Nursery School

Inspection report

Unique Reference Number	116251
Local Authority	Southampton
Inspection number	357923
Inspection dates	16–17 November 2010
Reporting inspector	David Shears

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Lynne Dummer
Headteacher	Susanne Ottens
Date of previous school inspection	12 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, saw 12 teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 53 parents and carers and 20 members of staff.

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

- How effective is the teaching of writing and mathematics in securing good progress for all groups of pupils at Key Stage 1 and, in particular, in writing for boys?
- How well is the curriculum focused on the development of skills to help pupils make good progress?
- How effectively do leaders and managers at all levels identify, monitor and evaluate specific areas of the school's development to ensure better progress by pupils?
- How effectively is the outdoor provision used in the Early Years Foundation Stage to ensure good progress in all six areas of learning?

Information about the school

Fairisle is a larger than average infant school. The very large majority of pupils are of White British origin, with a very few from minority ethnic backgrounds who are mostly of Asian heritage. A very small minority of pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average; their needs are mostly moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is higher than the national average. A breakfast club is available for pupils at the school, and this is managed by the governing body. The school has achieved Artsmark Gold, Healthy Schools status, the Inclusion Quality mark and the ICT mark.

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

Fairisle Infant and Nursery is a good school. Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1. As a result, attainment at the end of Year 2 is broadly average, although this was above average in 2010. Current attainment indicates that pupils are on track to exceed these results in 2011, demonstrating a trend of improvement. In Key Stage 1, pupils' progress is good overall but is better in English than mathematics. This is because pupils are not sufficiently supported by having clear targets to help them know the next steps in learning. In particular, there are not enough mathematical interventions to support pupils with special educational needs and/or disabilities. In some classes not enough attention is given to the presentation of work, which sometimes leads to errors in pupils' work.

The school has rightly focused on improving writing as this is the key area of concern on entry to the school. More opportunities for speaking and listening through the use of talking partners have enabled pupils to express themselves vocally, and this has helped to improve their writing skills. A clear focus on sentence structure has enabled pupils to write more clearly and the daily practising of sounds and letters is improving their spelling. In particular, following discussions with boys, planning has taken into account their interests to motivate them to write and raise their attainment. The school has identified the need to improve the attendance of pupils and, through rigorous monitoring, has been successful in increasing this so that it is now above the national average. These initiatives, arising from effective self-evaluation, demonstrate the school's good capacity for further improvement.

The care of pupils is outstanding because the school pays close attention to identifying pupils' varying needs throughout the school. This high level of care extends to their families who also receive support, so that they can help their children. This impacts well on pupils' personal development. They behave exceptionally well in classes, around the school and in the playground. They feel very safe in school, knowing that adults around them will always be there for them. They are aware of rules to help them to keep safe, such as not leaving without knowing that their parents are there ready to collect them and what to do should the fire alarm be activated. They have an excellent understanding of how to keep healthy in terms of choosing healthy food and drink, and taking plenty of exercise. The school supports this well through encouraging healthy snacks and providing many opportunities for pupils to engage in physical activities.

The good progress of pupils is the result of effective teaching. Teachers plan interesting lessons that stimulate pupils' interests and engage them well. Their progress in writing is supported through the practising of these skills in other subjects, although the links are not as strong in mathematics. Assessment is used well to plan lessons that are matched to pupils' abilities and teachers quickly assess pupils' progress in lessons and change activities to meet their needs. However, mid-term assessments are not always accurate

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enough, particularly in Key Stage 1, making it difficult for the school to track progress and demonstrate how well pupils are achieving.

The governing body has a good knowledge of the school's strengths. However, it lacks the ability to challenge the school effectively as it does not have a detailed understanding of the issues that affect achievement throughout the school. Relationships with parents and carers are positive but the governing body is aware that its presence within school and its accessibility to them are limited. Nevertheless, the school has excellent relationships with parents. For example, there are many opportunities for them to understand more about the curriculum through a variety of workshops, including information and communication technology (ICT), art, literacy and mathematics. A family support worker has been employed to give support for families where attendance is an issue. As a result of this help, attendance of these pupils has improved.

What does the school need to do to improve further?

- Raise the attainment of pupils in Key Stage 1, particularly in mathematics by:
 - ensuring pupils have clear individual targets for improvement
 - developing a wider range of intervention strategies to support pupils with special educational needs and/or disabilities in mathematics
 - planning more opportunities to practise mathematical skills across the curriculum
 - improving pupils' presentation when recording their work.
- Strengthen the effectiveness of leadership and management by:
 - ensuring the consistent accuracy of mid-term assessments through rigorous moderation
 - developing the role of the governing body in effectively challenging the school in specific areas and being easily accessible to parents and carers.

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

Pupils achieve well in Key Stage 1. At the end of Year 2, attainment is beginning to rise with reading being above the national average and writing and mathematics in line. The school monitors pupils' progress carefully to ensure that there are no marked differences between the progress of different groups of pupils, including those who have special educational needs and/or disabilities. Girls achieve better than boys in writing, mirroring the national picture and the school is continuing to work to close the gap further. For example, in response to the boys' request, the science and technology themed week, which was taking place during the inspection, has been based on dinosaurs. Boys were engaged with the theme and enthusiastic in their writing. The few pupils with English as an additional language are well supported through the focus on literacy, particularly in speaking and listening, and this is enabling them to make good progress. More-able pupils make good progress because expectations are high. For example, in lessons observed pupils looked forward to the 'challenge envelope' giving them the opportunity to develop their skills and knowledge further.

Pupils enjoy school and have positive attitudes towards their learning. They make a good contribution to school life. For example, pupils in the playground were acting as 'play

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leaders' with the responsibility for helping to put equipment away at the end of the play session. This is extended into the wider community, taking part in a variety of activities from musical and sporting events to the local Civic Award. Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in their social and moral understanding.

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	3
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	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	2
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?

Lessons are effective because they have a good pace, with a variety of practical and written challenges to maintain interest and enthusiasm. Lesson objectives are clear and pupils know what they need to do to be successful in their learning, more so in writing where they have individual targets to aim for than in mathematics. Whole class teaching is generally effective, although not enough opportunities are taken to use visual stimuli to aid learning. Relationships are very positive and pupils work well together, talking about their learning and helping each other to succeed. Teaching assistants are well deployed and particularly give good support to pupils with special educational needs and/or disabilities. There are many opportunities for pupils to use their ICT skills to present their work.

The curriculum is organised well, giving effective learning opportunities for pupils through experiences both in and out of school. In particular, the arts are a strength with a range of workshops led by artists. Themed weeks help to enhance particular areas of the

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curriculum and foster much enjoyment. ICT is used well in a number of curriculum areas, including the practising of writing, although the inclusion of mathematical skills is at an earlier stage of development. There is a good range of extra-curricular clubs that are well attended.

Pupils are exceptionally well cared for. This is because all pupils are treated as individuals, and there are examples of pupils who have received specific care to meet their needs, whether these are physical, behavioural or emotional. Good use is made of a wide range of external support to help meet these needs. The school has employed a teaching assistant to support pupils with behavioural, emotional and social difficulties. There are highly effective transition arrangements both for children coming into school and pupils moving on at the end of Year 2. The breakfast club provides an excellent start to the day with a healthy breakfast, after which pupils clean their teeth. Toys are available and pupils are encouraged to take responsibilities such as cleaning a table or putting toys away.

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?

Senior leaders and managers embed ambition and drive improvement well. This is because they give good opportunities for staff to take responsibility and, together, help to improve the school further. Despite some weakness in mid-term assessments, subject leaders generally have a good understanding of their areas and give detailed reports about the provision and achievement of pupils, highlighting successes and identifying further improvements. The school development plan gives appropriate aims and these are monitored in a variety of ways including lesson observations, work scrutiny and pupil conferencing. In particular, lesson observations give effective general feedback to teachers, although they are not always focused enough on the school's priorities. The school promotes equal opportunities well, carefully monitoring the progress of different groups of pupils and taking action to close any gaps. There is a good range of partnerships which support the school well and enable pupils to make good progress, including working with a cluster of schools to provide a free holiday club. There are links with the ICT university partnership and local sports coaches. Procedures for safeguarding are robust and parents are consulted annually on the safety of their children. In particular, there are excellent risk assessments in place to ensure the safety of pupils whether in school or out on trips. These include pupils identifying risks, helping them to gain a clear understanding of what it means to keep safe. The school has undertaken an audit for community cohesion and an appropriate action plan is in place. There is a strong sense of community within the school and pupils get on well together. Pupils have a good

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understanding of their local area for their age. However, international links are still at the early stages of development.

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	3
The effectiveness of the school's engagement with parents and carers	1
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 start school with standards that are below expectations for their age, although very low in aspects of communication, language and literacy and personal and social development. They achieve well in the Early Years Foundation Stage, entering Year 1 in line with national expectations in all areas with the exception of writing, which is below average. Children make good progress because the quality of teaching is consistently good and work is matched appropriately to their age and experience. Children behave exceptionally well and show interest and excitement in their activities. For example, they are very keen to find out how long it takes for the ice to melt around a dinosaur. There are excellent partnerships with parents and carers, who are kept very well informed of their children's progress. They say their children really enjoy coming to school and sharing their learning experiences through their learning journeys. Pupils with special educational needs and/or disabilities are identified early and given good support. There is an appropriate balance of child-initiated and adult-led activities and the outdoors is used well to promote learning, although opportunities for problem solving here are limited. The provision is well led and managed. Managers of the Nursery and Reception Years have a clear idea of the setting's strengths and areas for development and work together well to improve the provision.

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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

The proportion of parents and carers returning the inspection questionnaire was quite low. The very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. Almost all agreed that the school kept the children safe, helped them to have a healthy lifestyle and taught them well. A few parents and carers were concerned about the management of behaviour. Inspectors found that behaviour during the inspection was outstanding. Where an individual pupil occasionally found this a challenge, it was managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairisle Infant and Nursery 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	70	14	26	2	2	0	0
The school keeps my child safe	39	74	13	25	0	0	0	0
My school informs me about my child's progress	26	49	24	45	2	4	0	0
My child is making enough progress at this school	32	60	19	36	1	2	0	0
The teaching is good at this school	35	66	17	32	1	2	0	0
The school helps me to support my child's learning	26	49	25	47	2	4	0	0
The school helps my child to have a healthy lifestyle	29	55	23	43	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	47	23	42	4	8	0	0
The school meets my child's particular needs	31	58	19	36	3	6	0	0
The school deals effectively with unacceptable behaviour	25	47	22	42	5	9	1	2
The school takes account of my suggestions and concerns	27	51	24	45	2	4	0	0
The school is led and managed effectively	30	57	21	40	1	2	0	0
Overall, I am happy with my child's experience at this school	37	70	14	26	2	4	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.



18 November 2010

Dear Pupils

Inspection of Fairisle Infant and Nursery School, Southampton SO16 8BY

Thank you for your warm welcome when we visited your school recently. We really enjoyed meeting you and finding out about your good school.

You enthusiastically told us that you 'love school', making it clear that you felt very safe. You certainly have an excellent understanding of how to keep healthy. We agree with your comments. We were also very impressed with your excellent behaviour in the classrooms, around the school and in the playground. Thank you for looking after us so well. We particularly liked the way in which you worked together, helping each other in lessons.

We think your teachers look after you exceptionally well and enjoy working with your mums and dads and carers.

We have asked your teachers to help the pupils in Years 1 and 2 to make better progress in mathematics. We want you to have more opportunities to practise these skills and to have targets for you to reach. We want those of you who find mathematics difficult to be given extra support. You could help by making sure that you keep your work very neat and tidy.

Thank you again for a lovely two days. We wish you all the very best for your future.

Yours sincerely

David Shears

Lead inspector

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