

# Alverstoke Community Infant School

## Inspection report

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<b>Unique Reference Number</b>	116169
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357895
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Clive Dunn

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>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Rodwell
<b>Headteacher</b>	Marion Clist
<b>Date of previous school inspection</b>	12 March 2008
<b>School address</b>	Ashburton Road Gosport PO12 2LH
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## Introduction

This inspection was carried out by three additional inspectors. They watched 10 lessons taught by seven staff. They also carried out seven shorter observations to observe pupils working independently and they watched a range of intervention programmes and individual support sessions. Inspectors met with groups of pupils, staff and governors and they spoke with parents and carers. They observed the school's work including playtime, lunchtime and assembly, and looked at planning, monitoring, a range of policy documents and records, the governing body minutes, letters sent to parents and carers, and a range of pupils' work and assessments. They also looked at 79 questionnaires returned by parents and carers, and 20 from staff.

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

- How successfully the school meets the needs of different groups to enable them to do as well as they can, particularly the less able in reading and the more able in writing.
- How accurately the school has evaluated the strengths in pupils' outcomes, particularly the extent to which pupils develop skills for the next stage of their education.
- How effective leaders and managers are in improving the quality of teaching.

## Information about the school

This two-form entry infant school is smaller than average. The proportion of pupils with special educational needs and/or disabilities is much lower than found nationally and there are currently no pupils with a statement of special educational needs. The largest groups are pupils with speech, language and communication needs and pupils with moderate learning difficulties. Pupils are mainly White British and few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average.

There is no on-site childcare provision. Pupils share childcare with the linked junior school at the Parish Centre.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

'Work, play, share, care' is this outstanding school's motto and pupils do all of these things exceptionally well. This is because of the highly effective provision. As one parent put it, 'This school provides a wonderful learning environment, both inside and out for my child.' Parents and carers are overwhelmingly positive and this was typical of many comments. High attendance reflects pupils' enjoyment of school. 'My child is so happy here, he wants to come to school on Saturdays,' was a repeated sentiment. Achievement is outstanding because pupils make exceptional progress to reach a high level of attainment in reading, writing and mathematics. In addition, pupils make excellent progress in developing a wide range of personal skills so that they are exceptionally well prepared for their next schools.

Children settle very quickly into the Early Years Foundation Stage and the outstanding care, teaching and environment ensure they make significant gains in their learning. Throughout the school, excellent use is made of both the indoor and outdoor environment to provide rich learning experiences. There is a strong focus on developing effective learning skills, with pupils actively involved in working independently and collaboratively to tackle challenges, solve problems, make decisions and think for themselves. Teachers and teaching assistants are highly effective in supporting, questioning and challenging pupils. Through excellent observation and assessment procedures, they also customise the experience to sustain a high level of challenge. This approach is particularly successful because of pupils' highly considerate, mutually supportive behaviour. In most areas, progress is consistently outstanding for different groups, including pupils with special educational needs and/or disabilities. However, the school has accurately identified that in reading, although lower-attaining pupils make good progress, this is not as rapid as for their peers. This is because pupils do not always have a clear idea of what they are supposed to be learning and at times do not readily use their knowledge of letter sounds to read unfamiliar words.

Leaders and managers at all levels are relentless in seeking ways to improve further. The governing body makes a significant contribution. It maintains a fine balance between vigorous challenge to the school's leaders and effective contribution to the work of the school. Collectively, leaders are highly effective in bringing about improvements, for example in raising the quality of teaching to outstanding. There is a strong commitment to working in partnership with others to improve provision for all, including additional support for vulnerable pupils. The school takes a lead in developing these links, which make an excellent contribution to pupils' outstanding achievement and well-being. Planning for further improvement is precise and based on extensive and accurate self-evaluation. There is a firmly established trend of improving progress and raising attainment in all areas, including for more-able writers. This, and the school's considerable success in improving provision since the last inspection, mean the capacity to sustain further improvement is outstanding.

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

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

- Raise attainment in reading further by improving rates of progress for lower-attaining pupils by:
  - making sure that reading activities are well planned and have a clear purpose so that pupils know what they should achieve
  - enabling pupils to make better use of their knowledge of letter sounds to read unfamiliar words.

## Outcomes for individuals and groups of pupils

**1**

Children enter school with a wide range of abilities, but just below the expected level overall. Through all year groups, pupils make excellent progress so that they are extremely well equipped with a range of independent learning skills. They are able to work purposefully and productively without direction from an adult. Pupils' rapid gains in their learning are particularly evident during the parts of the lesson when they are working independently or collaboratively on activities or challenges. For example, in a mathematics lesson in Year 2 on measurement, more-able pupils were highly motivated by the challenge of measuring snakes formed into different shapes. Pupils confidently used their problem solving skills and a range of equipment to reach accurate answers. In the same lesson, the teaching assistant very effectively supported the less-able pupils, ensuring that they maintained enough independence to achieve well in their task. Different groups achieve extremely well, including pupils with special educational needs and/or disabilities. Boys attain particularly well by the end of Year 2 when compared with their peers nationally.

Pupils' social development and their success in communicating, negotiating and supporting each other, is striking. Pupils engage well in a range of cultural activities. Their good and improving knowledge and understanding of different cultures have resulted from changes in the curriculum following recent staff training, though the school has correctly identified this area for further development. The school's approach to independent learning enables pupils to think and reflect deeply about their experiences. Pupils are able to transfer these positive learning attitudes and skills when required to do tasks that are more formal. For example, in an English lesson in Year 1 about Guy Fawkes, pupils sustained their effort when writing independently for a considerable length of time. This, combined with their ready use of letter sound mats, vocabulary flash cards and the precisely targeted guidance of the teacher, ensured their achievement was outstanding. By the time pupils reach Year 2, the quality of writing is extremely impressive and the number on track to attain the higher level has risen significantly this year. Pupils actively engage with activities supportive of developing healthy lifestyles with the same high levels of enthusiasm that they approach most aspects of school life. Their contribution and involvement in this very cohesive learning community is significant and they feel completely safe in this exceptionally positive environment.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

A child-centred approach to developing all aspects of provision has led to the outstanding outcomes for pupils. Transition arrangements at all levels are exemplary and reflect the high level of care for pupils throughout their time at the school. Support for vulnerable pupils is excellent and meets academic, emotional and social needs as appropriate. Identification of groups and individuals at risk of not achieving at the excellent level of others in the school has been a focus of improvement and these groups have been very well targeted. High quality interventions and a range of additional support programmes make a significant contribution to the outstanding progress overall, including for those with special educational needs and/or disabilities.

The effectiveness with which adults promote learning during independent tasks was evident in a Year 1 lesson about money. The teacher used excellent questioning to challenge individuals in a lesson where different tasks had already been set according to need. The curriculum offers pupils a rich variety of linked experiences, including through extensive extra-curricular and enrichment opportunities. Teachers effectively give pupils a context for their learning and draw links with the real world. Pupils use their own information and communication technology skills widely across the curriculum and teachers use new technology well in lessons to support learning. Teachers have high expectations of what pupils can achieve. Systematic assessment of pupils' progress is used well to ensure learning opportunities are closely matched to different needs within the

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class. Pupils are regularly involved in assessing their own learning. This develops gradually, so that by Year 2, pupils can describe how they use individual targets to improve their work and assess their own work to show when they have met them.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership team have been extremely successful in creating a strong sense of purpose shared by all staff. Rigorous and extensive monitoring at all levels, from the governing body to curriculum leaders, has led to an extremely accurate picture of strengths and areas for further improvement. The impact of actions taken to improve provision to bring about consistently outstanding outcomes for pupils is considerable. In spite of this success, there remains a relentless ambition and drive for further improvement.

The governing body is highly committed to the promotion of equal opportunities and systematically evaluates the impact of its policies to ensure that this is effective. The school does not tolerate discrimination of any kind and robustly tackles even slight variation in performance or participation. Consequently, achievement for almost all groups is broadly even. The school quickly identifies and successfully tackles any gaps that do emerge so that they reduce rapidly. For example, action taken to tackle the recently emerged gap between lower and average attainers in reading is already starting to accelerate progress.

The school has carried out a series of community cohesion audits and evaluated success of action taken so far to improve the cohesiveness of the school community, particularly with regard to securing the outstanding engagement with parents and carers. However, although assemblies develop pupils' understanding of similarities between themselves and children in other places well, the school correctly identifies that engagement with contexts beyond the immediate community is an area for further development. Safeguarding training is of good quality and there are well-established and effective systems to ensure staff at all levels are aware of the school's policies and procedures.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

The outstanding provision and leadership in the Early Years Foundation Stage ensure that children feel safe, confident and are purposefully engaged, resulting in excellent progress. From their often lower than expected starting points, this means children achieve above average levels by the end of their Reception Year. The children clearly enjoy the wide range of activities offered within the vibrant, stimulating environment, both indoors and outdoors. Excellent links with parents play an important part in how quickly pupils settle in and start to achieve. Children are encouraged to be independent as they explore, investigate and problem solve, and their excellent personal development is evident as they play and learn together. For example, a group of children sustained effort, concentration and teamwork to build a boat out of the large construction blocks. Another pair joined in with water and brushes saying, 'We'll paint the sea for you!' Adults are highly skilled at judging when to observe pupils and when to interact, with a striking impact on learning. Later, the same activity had evolved into using a large, plastic sheet to create the sea. The teaching assistant prompted the children but allowed them to take the lead as they tried to keep the sheet flat on a windy day, only leading the discussion of potential safety risks when they wanted to cover it in water.

There is an excellent balance between activities led by the teachers and ones that they choose for themselves. Using their observations, staff assess children's learning and development precisely and plan next steps carefully to meet the needs of each child. Adults give excellent attention to cater for the needs and interests of the children and use imaginative strategies to engage them. There was much excitement when the news filtered through the children that a letter had been found from Percy the park keeper in his cottage, the current subject of the outdoor role play area.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers were unanimous in their agreement that their children enjoy school and that the school keeps them safe. The overwhelming majority expressed positive views about most aspects of the school's work. A number of parents and carers also made comments that reflected high levels of satisfaction. There were very few comments that raised any concerns. Inspectors took note of those that did, though there were no common or repeating themes. Inspectors fully support parents' and carers' very positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Alverstoke Community 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	84	13	16	0	0	0	0
The school keeps my child safe	65	82	14	18	0	0	0	0
My school informs me about my child's progress	53	67	22	28	4	5	0	0
My child is making enough progress at this school	48	61	27	34	2	3	1	1
The teaching is good at this school	54	68	22	28	1	1	0	0
The school helps me to support my child's learning	49	62	28	35	1	1	0	0
The school helps my child to have a healthy lifestyle	46	58	32	41	0	0	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)	46	58	22	28	0	0	0	0
The school meets my child's particular needs	44	56	28	35	3	4	0	0
The school deals effectively with unacceptable behaviour	40	51	31	39	2	3	0	0
The school takes account of my suggestions and concerns	41	52	31	39	3	4	0	0
The school is led and managed effectively	53	67	24	30	0	0	0	0
Overall, I am happy with my child's experience at this school	59	75	17	22	1	1	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 November 2010

Dear Pupils

**Inspection of Alverstone Community Infant School, Gosport PO12 2LH**

Thank you for the lovely welcome you gave us when we visited your school recently. We really enjoyed talking to you and we are very grateful to you for helping us find out all about your school. You clearly love coming to school and enjoy it a great deal and we can see why. It is an outstanding place to be. We thought you all follow your school motto, 'Work, play, share, care' exceptionally well.

Here are some of the things that we particularly liked:

- You behave extremely well, are thoughtful, considerate and give each other excellent support and encouragement.
- You are very good at getting on and working exceptionally well when not being told exactly what to do by an adult.
- You try very hard to make sure you come to school as often as you can and do very well with your reading, writing and mathematics.
- Your teachers are excellent at getting you actively involved in your learning and asking you the right questions to help you learn as quickly as you can.
- Your school has outstanding leaders who are always trying to make things even better for you.
- The adults in school make sure you are very well cared for.

To make sure that all of you do as well as you possibly can, we have asked your school to make sure that you always know what you are supposed to be learning when doing a reading activity and to help you use your knowledge of letter sounds to read new words

You can all help by always making your best effort during reading activities, especially if not working with an adult, and trying very hard to sound out new words.

Yours sincerely

Clive Dunn

Lead inspector

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