

Pinewood Infant School

Inspection report

Unique Reference Number	116158
Local Authority	Hampshire
Inspection number	357893
Inspection dates	2–3 March 2011
Reporting inspector	Derek Watts

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	101
Appropriate authority	The governing body
Chair	Mark Peters
Headteacher	Sue Harris
Date of previous school inspection	14 February 2008
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Age group	4–7
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Introduction

This inspection was carried out by two additional inspectors, who observed nine lessons or part lessons taught by eight different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 73 questionnaires completed by parents and carers and others by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' performance in writing in Years 1 and 2, particularly the more-able pupils.
- The progress of pupils with special educational needs and/or disabilities, particularly those in the resourced provision.
- How well teachers use marking and individual target setting to guide pupils' learning so that they know how to improve.

Information about the school

This is a much smaller than average-sized primary school. The large majority of the pupils are of White British heritage. Only a few pupils speak English as an additional language. Nearly a third of pupils have special educational needs and/or disabilities and this is well above average. A much higher than average proportion of pupils have a statement of special educational needs. There is a 15-place resourced provision for pupils with speech, language and communication needs. These pupils are incorporated into the mainstream classes and receive specialist teaching. The proportion of pupils known to be eligible for free school meals is below average.

◆ There is Early Years Foundation Stage provision for children in Reception. An onsite pre-school setting is managed by a private organisation and was inspected separately.

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

Pinewood Infant is a good school. The headteacher and staff have worked well together to bring about considerable improvements since the previous inspection. ♦♦♦ Pupils achieve well because of good teaching and a well-planned curriculum. Those in the resourced provision are successfully integrated and included into the life of the school and make good progress. Care, guidance and support contribute well to pupils' good personal development. Successful partnerships have been established with parents and carers who are pleased with the care and education provided. They appreciate the help the school provides so they can support their children's learning. ♦

Children in the Early Years Foundation Stage get off to a good start. They make good progress in all areas of learning. Good progress continues in Years 1 and 2. Effective action has been taken to raise pupils' attainment from the low levels of three years ago. Pupils' attainment by the end of Year 2 is broadly average though it is lower in writing and mathematics because few pupils reach the higher levels in these areas. The school is striving to improve this situation.

Teachers and assistants work well in teams and promote good learning for pupils. Adults establish positive relationships with pupils and manage them well. ♦ Explanations, instructions and questioning are effective. Assessment is usually used well to plan teaching and to match tasks to pupils' abilities. However, there are occasions when the more-able pupils are not provided with enough challenge. Pupils know how well they are doing and what they need to do to improve because they are set clear individual learning targets for writing and mathematics. Teachers' marking also guides future learning well. Pupils enjoy the exciting topics of a well-planned curriculum.

Pupils are courteous, friendly and supportive of others. Most are keen and enthusiastic learners who relate well to adults and to their peers. Behaviour is good in lessons and around the school. Pupils feel safe and well cared for at school. They show a good understanding of leading a healthy lifestyle. Attendance is just below average. There are a few families who are not supporting the school's attendance efforts and their children's attendance is low.

♦ An established headteacher provides good leadership and direction. She is well supported by other key leaders who are all effectively involved in monitoring and developing their areas of responsibility. The school demonstrates a good capacity to improve. Self-evaluation is accurate and systematic. Effective planning and action tackle the most pressing areas for improvement. Since the previous inspection, the Early Years Foundation Stage, pupils' progress, teaching and the curriculum have all improved from satisfactory to good.

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

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What does the school need to do to improve further?

- Raise pupils' attainment by the end of Year 2 in writing and mathematics by fully challenging more-able pupils.
- Raise the level of pupils' attendance and work more closely with the few families whose children's attendance is low to raise their attendance. ♦

Outcomes for individuals and groups of pupils

2

Children's skills and knowledge on entry to the Early Years Foundation Stage are below those typical of children of this age. Attainment in communication and language skills is often low. Improvements to the Early Years Foundation Stage mean that children make good progress. Attainment on entry to Year 1 is below average in language and literacy and broadly average in other areas of learning. It has been lower than this in previous years. Across the school, pupils enjoy their experiences and show positive attitudes to learning. Most pupils in Years 1 and 2, including those with special educational needs and/or disabilities, make good progress from their starting points.

Pupils make good progress in speaking and listening because of the regular opportunities they have to discuss their learning in pairs and small groups. Pupils participate well in drama and apply speaking and listening skills well. They make good progress in reading because of the school's regular and well-focused approach to the teaching of reading skills. The proportion of pupils attaining the higher than expected Level 3 in reading is now above the national average. Improving pupils' writing has been a priority and clear progress has been made here. However, not enough pupils are attaining the higher levels. Pupils are applying and developing their writing skills well in other subjects. In a good Year 2 lesson, pupils wrote interesting factual sentences of how road transport in Victorian Times was different to that of today. Most pupils' handwriting was clear, legible and joined. Good prompts provided by the teacher helped to improve pupils' spelling of new words.

♦ Pupils' good spiritual, moral, social and cultural development is reflected in their consideration and support for others. In assembly, pupils reflected on the story of St David, patron saint of Wales, and how he helped others. Their skills of working collaboratively with others are developing well. Pupils' moral and social development is a real strength. While satisfactory, their understanding of different cultures and faiths is less strong. Pupils choose healthy foods and participate enthusiastically in a range of physical exercise. They feel well cared for at school and know that there are always trusted adults they can turn to for guidance and support. Pupils make a sound contribution to the school and the wider community. They support those less fortunate than themselves by raising funds for a range of appeals and charities. Pupils are well prepared for the next stage of their education because their personal and social skills are well developed and they make good progress in acquiring and applying literacy and numeracy skills.

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	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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3
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?

Teaching successfully promotes enjoyment and good learning for pupils. Lessons have a clear purpose so pupils know what they are expected to learn. Teachers' demonstrations, explanations and instructions promote learning well. Questioning is used effectively to check pupils' understanding of new work. Pupils are challenged well and their interest is sustained when activities are well tailored to their abilities. Pupils in the resourced provision receive a good balance of class teaching and specialist support. Occasionally, the more-able pupils are not sufficiently challenged in writing and mathematics. Pupils are set specific learning targets for writing and mathematics so they know how well they are doing and what they need to do next. The marking of pupils' work is effective. Praise is given for good work and constructive comments guide improvement.

The curriculum promotes good progress for pupils and contributes well to their personal development. The school is striving to provide extension opportunities for the more-able pupils in writing and mathematics. There are effective links between subjects, which add meaning and relevance to learning. For example, the Year 2 topic 'The Victorians' successfully incorporates art, history and writing. Pupils thoroughly enjoy the range of clubs, including, dance, football, gardening and recorders. Visitors and visits further enrich pupils' learning. Good use is made of the school's attractive and well-designed accommodation.

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

◆ Successful care, guidance and support underpin the school's ethos. The well-organised, safe and secure environment provided is recognised by pupils, parents and carers. As a parent wrote, 'The school provides a supportive, encouraging and stimulating environment for children.' Pupils with special educational needs and/or disabilities, including those from the resourced provision, are carefully assessed and effective programmes and support provided promote their good progress. A parent commented, 'The school provides lots of opportunities for parents to get involved in their children's learning.' Reading, writing and numeracy workshops and meetings to share pupils' learning targets successfully help parents and carers to support their children's learning. The monitoring and promotion of attendance is satisfactory but the school is not sufficiently targeting the families of children with low attendance.

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	2

How effective are leadership and management?

The headteacher, with her staff, has created a positive climate for pupils to learn and develop. The headteacher has successfully guided the improvements needed with staff and governors. Roles and responsibilities are effectively distributed and good use is made of staff experience and expertise. As a result, the leadership of English, mathematics, the resourced provision and the Early Years Foundation Stage is effective. All leaders and staff share a clear commitment and drive to promoting good provision and positive outcomes for pupils. Effective monitoring and development of teaching have contributed to the consistently good classroom practice. ◆

Members of the governing body are supportive and show a good understanding of the school's performance. They also provide constructive challenge in order to hold the school to account. All statutory requirements are met. Good emphasis is placed on safeguarding and there are effective policies and procedures to protect and safeguard pupils. All staff are well trained in this area and safe practices are promoted well through the curriculum.

◆ Equality of opportunity is promoted successfully and discrimination is tackled well.

◆ Staff strive to ensure that all groups of pupils do as well as they can. Through careful analysis, the school has a clear understanding of the community it serves. Partnerships with the parents, carers and the local community are good. Links with the wider United Kingdom community and global community cohesion are at an earlier stage of 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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good leadership and planning have resulted in good improvements to this area. Staff are promoting effective provision and good outcomes for children. Children settle quickly because of good induction arrangements which include home visits. Partnerships with parents and carers are positive and productive. Children make good progress in their personal, social and emotional development because of the strong relationships between adults and children and the considerable attention given to care, guidance and welfare.

Children feel safe and secure in the setting. ♦

♦ Children thoroughly enjoy the wide range of indoor and outside activities provided.

Activities are well planned around interesting themes or topics such as 'Nursery Rhymes', 'Celebrations', 'Senses' and 'People Who Help Us'. Children are well taught and make good progress in all areas of learning. Assessment and record keeping are effective. Assessment information is used well to plan teaching and the curriculum. There is a successful balance of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and work independently. The teaching of letter sounds and early writing skills receive good emphasis. Children make good progress in acquiring and practising these essential skills. Children showed concentration and excitement in designing and making toys. They use information and communication technology well to support their learning. Role-play areas to promote language and creativity are developing. Outside, children make good progress in acquiring and practising physical skills.

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

Nearly three quarters of parents and carers returned the questionnaire; this a much higher than average return rate. All parents and carers who returned them are happy with their children's experience at the school. They are particularly pleased with their children's safety in the school, the sense of enjoyment, how the school helps them to support their children's learning, the quality of teaching, the promotion of healthy lifestyles, and the leadership and management. These positive views reflect the findings of the inspection. A few parents and carers expressed concerns about dealing with unacceptable behaviour. Most pupils are well behaved. The school has effective procedures and strategies for dealing with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinewood 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	71	21	29	0	0	0	0
The school keeps my child safe	55	75	18	25	0	0	0	0
My school informs me about my child's progress	38	52	31	42	3	4	1	1
My child is making enough progress at this school	34	47	35	48	3	4	0	0
The teaching is good at this school	46	63	27	37	0	0	0	0
The school helps me to support my child's learning	47	64	24	33	1	1	0	0
The school helps my child to have a healthy lifestyle	41	56	30	41	2	3	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)	32	44	33	45	0	0	0	0
The school meets my child's particular needs	36	49	34	47	2	3	0	0
The school deals effectively with unacceptable behaviour	25	34	40	55	23	23	35	48
The school takes account of my suggestions and concerns	35	48	33	45	4	5	0	0
The school is led and managed effectively	40	55	33	45	0	0	0	0
Overall, I am happy with my child's experience at this school	50	68	23	32	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



◆ 4 March 2011

Dear Pupils

Inspection of Pinewood Infant School, Farnborough GU14 9LE

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Pinewood Infant is a good school. The main strengths are:

- You really enjoy the activities provided. ◆
- Children in the Early Years Foundation Stage get off to a good start.
- You are making good progress because of the good teaching you receive.
- An interesting range of learning activities is provided including clubs, visits and visitors. ◆
- You get on well with each other and behaviour is good.
- You have a good understanding of how to keep healthy and fit.
- You told us you feel safe at school because teachers and other adults take good care of you and provide good guidance and support.
- The school is well led by the headteacher and she receives good support from other key leaders.

There are a few things to improve areas of the school's work.

- At times, some of you, particularly those who find learning easy, could make even more progress in writing and mathematics. We have asked teachers to ensure that tasks are always challenging for all of you.
- A few pupils have poor attendance and are missing out on the good learning opportunities provided. We have asked the school to work more closely with families to help improve attendance where it is low.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts Lead inspector

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