

Brockhurst Infant School

Inspection report

Unique Reference Number	116177
Local Authority	Hampshire
Inspection number	357897
Inspection dates	30–31 March 2011
Reporting inspector	Janet Sinclair

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	160
Appropriate authority	The governing body
Chair	Mr G Carr
Headteacher	Mr G Nicholls
Date of previous school inspection	18 June 2008
School address	Avery Lane Hampshire PO12 4SR
Telephone number	023 9258 0471
Fax number	023 9252 3857
Email address	adminoffice@brockhurst-inf.hants.sch.uk

Age group	4–7
Inspection dates	30–31 March 2011
Inspection number	357897

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 123 4234, 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 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or part-lessons, observing seven teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 89 responses from questionnaires returned by parents and carers.

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

- Attainment and rates of progress for all groups of pupils, but particularly the achievement of higher-attaining pupils in writing and mathematics.
- The extent to which teaching and the curriculum have an impact on raising attainment and pupils' involvement in their own learning.
- The impact of leaders and managers at all levels in embedding ambition and driving improvement.

Information about the school

Brockhurst is smaller than the average-sized infant school. There is a well-below average proportion of pupils from minority-ethnic heritages, a very few of whom are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is well above average; their needs are varied but mainly include moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average.

There has been a change of headteacher since the previous inspection.

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

Brockhurst is a good school. It is led by an inspirational headteacher who works tirelessly for the benefit of the pupils. He has a clear vision for the school, shared by all staff and the governing body, which puts pupils and their families at the heart of all the school does. This is seen in the exceptional care given to all pupils, the strong sense of safety engendered in them, the excellent curricular enrichment and the outstanding relationship with parents and carers. The very many glowing comments from parents and carers included these, 'My child has been given the very best start to his education', 'I cannot praise this school enough' and 'I absolutely love this school - my child has come such a long way!'

Excellent relationships and a stimulating learning environment ensure that Reception children are happy to come to school and enjoy all that is on offer. They make good progress and achieve well due to well-planned small group work that meets their needs. They enjoy the activities they undertake by themselves. However, planning for these is limited so adults are not always clear about how to challenge children, especially when using the outdoor environment, and this slows progress. By Year 2, attainment is average in reading, writing and mathematics. Pupils make good progress based on their starting points. Pupils with special educational needs and/or disabilities receive specific small group or individual support in order to accelerate their learning and this helps them to make good progress. The school has worked hard to ensure that some pupils attain the higher Level 3 in writing and mathematics, when previously there were none, and this has been successful. Effective teaching that ensures work is well matched to pupils' needs and exciting curricular provision engages pupils in their learning and motivates them to work hard and achieve well. Pupils particularly enjoy assessing how well they are doing, and use their targets well to improve their work. Occasionally, the pace of lessons is slow and this, along with a lack of challenge in teachers' questioning, limits the progress of pupils.

Excellent enrichment, such as visiting musicians, a visit to Portchester Castle and an extensive range of clubs, such as football and sewing enhance the curriculum extremely well. Excellent care for all pupils, but particularly vulnerable pupils, enables their specific needs to be met very well. Pupils and their families are known as individuals and support for them is tailored to their needs. Pupils feel extremely safe in school, adamant that there is no bullying and fully confident of adult support should they need it. The headteacher and deputy headteacher have a clear and accurate view of the school and are developing the roles of middle leaders well. They know what needs to be done to bring about further improvement and are very proactive in ensuring this within a supportive, rigorous framework. The school has maintained its good provision since the last inspection. Additionally, attainment is beginning to rise, the care of pupils is excellent and the partnership with parents and carers is outstanding. On the evidence of the progress made so far, the school has a good capacity for sustained improvement.

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

What does the school need to do to improve further?

- Raise attainment further in English and mathematics by ensuring greater consistency in:
 - using questioning by teachers that challenges pupils fully in order to accelerate their learning
 - the pace at which pupils learn in lessons, in order to maintain momentum in pupils' learning.
- Improve planning in the Reception classes for activities that children undertake independently, particularly the use of the outdoor environment, so that all adults have clear guidance on how to effectively support children's learning.

Outcomes for individuals and groups of pupils

2

Children enter the school with a level of skills that is below that expected for their age, particularly in literacy. They make good progress and, by the end of Year 2, their attainment is average. Pupils enjoy school and say that lessons are fun and they learn a lot. This is reflected in their good attendance and strong engagement in their work. They particularly like their literacy and numeracy lessons and work hard to ensure they achieve well. For example, in a mathematics lesson in Year 2, they concentrated extremely well to solve number problems and used their prior knowledge well when writing their calculations. In another lesson in Year 1, pupils worked conscientiously to complete gaps in a number line. They then went on to check each other's work carefully, thus giving good consolidation to their learning. They enjoy their letters and sounds work (phonics) and one group were pleased when they managed some difficult rhyming words involving 'igh'. One pupil with special educational needs thoroughly enjoyed using a phonics programme and whooped with delight when she got the words correct ♦ a great motivator. Pupils enjoy working together as talk partners where they share their ideas and discuss what to do next. This is extremely effective in building strong, supportive relationships between pupils. ♦ Occasionally, pupils lose interest when the pace of lessons is slow or teacher talk goes on too long and this detracts from learning outcomes. Pupils with special educational needs and/or disabilities and those at an early stage of learning English make good progress and achieve well. This is due to careful monitoring of their progress and swift and specific actions to meet their needs. ♦

♦ Pupils behave well in lessons and around the school. They are kind and helpful to each other and take their responsibilities seriously, for example as first aiders who support children at play-time if they are hurt. The school is a 'Rights Respecting School' and pupils are clear about what this means. For example, when asked to show respect to a pupil who was talking, there was an immediate focus on what the pupil was saying. Pupils have a good understanding of a healthy lifestyle, happily quoting fruit, vegetables and plenty of exercise as important factors. The school council are proud of the fact that they helped to develop the playground charter, including the importance of sensible play.

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	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	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?

Teachers plan and organise lessons well and make good use of resources, thus fully engaging pupils in their learning. ♦ Examples seen during the inspection included interactive whiteboards, cakes for pupils' work on halves and quarters, number lines and story plans. A strength of their literacy and numeracy planning is the very good match of work to pupils' differing needs. This, coupled with effective small group work, ensures more-able writers and mathematicians achieve well. In some lessons, teachers' questioning probes pupils' understanding fully, thus developing their ideas and extending their thinking. For example, in a lesson in Year 2, the teacher carefully checked pupils' reasons for using a specific method to halve their numbers and gave them time to explain, then asked further questions to help them to a clearer understanding. ♦ However, this is not consistent practice so not all pupils benefit. Additionally, sometimes, slow pace, including too much teacher talk, leads to pupils losing interest and this slows their progress. Teachers use marking, targets and success criteria effectively to ensure pupils are clear about what they are learning and how they can improve. Teaching assistants make a good contribution to pupils' learning through their effective support for small groups and individuals.

The school's very strong caring ethos ensures excellent attention to the care of all pupils. This ensures pupils feel highly valued. This was seen in the very conscientious way pupils carried out their school duties and their high regard for each other. Excellent links with

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

external agencies have a very positive effect on attendance, behaviour, safety and academic progress. Highly effective transition arrangements, especially for vulnerable pupils, are enhanced by collaborative events and activities, such as a talent show and reading buddies.

The school's very strong caring ethos ensures excellent attention to the care of all pupils. This ensures pupils feel highly valued. This was seen in the very conscientious way pupils carried out their school duties and their high regard for each other. Excellent links with external agencies have a very positive effect on attendance, behaviour, safety and academic progress. Highly effective transition arrangements, especially for vulnerable pupils, are enhanced by collaborative events and activities, such as a talent show and reading buddies.

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 staff and the governing body are unanimous in their support for the headteacher and the direction in which he is taking the school. He is very ably supported by the deputy headteacher. Year group leaders are involved in planning and setting targets for pupils and subject leaders are leading new initiatives to develop their subjects further.

Teaching is monitored carefully against individual development areas and this is ensuring improvement in teaching. Although mainly conducted by the headteacher, senior staff are now becoming more involved. However, the school is aware of the need to develop this further. The school improvement plan is the key driver in securing improvement and is reviewed and adjusted regularly to ensure that key improvements take place. The school's effective tracking and analysis of pupils' progress is closing gaps between groups and helping to ensure similarly good progress for all pupils. This, together with the work done to support pupils who are vulnerable, demonstrates the school's good commitment to promoting equality of opportunity and tackling discrimination.

The school has excellent links with its parents and carers. They are fully involved in their children's learning, are extremely well informed by the school through a wide range of methods and are fully confident that the school will take excellent care of their children. Effective partnerships, such as the School Sports Partnership and the Gosport Education Improvement Partnership enhance the school's provision. The school is a strong, cohesive community. Pupils of all ages get on well together and respect the rights of others. There are effective links with its local community, for example, through pupils' visits to local shops and parks as well as facilitating local resident meetings. It has audited its provision and evaluated its work effectively. It acknowledges that, although there is 'Round the

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

World' club, and curricular topics that are used to extend pupils' knowledge of national and global communities, this could be further developed.

Systems for safeguarding pupils are good and all policies and procedures are securely in place. The governing body has a good knowledge of the school through its committee work, involvement in strategic planning, effective links with parents and carers, and regular visits to the school. This enables it to be effective in challenging the school and holding it to account for its actions.

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	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

The learning environment is welcoming and well organised, and consequently children settle well. They clearly know the routines and carry out all their activities sensibly and thoughtfully. They know the importance of using scissors safely when cutting objects and enjoy their fruit and drink at break-times.

The good focus on letters and sounds ensures children get off to a good start in their writing and reading. They particularly enjoy the short morning sessions with teaching assistants where they learn to build up three-letter words from individual sounds. Regular assessments of children's learning help adults to plan work to meet children's needs. This also results in 'projects' for groups of children. For example, those identified as more able get specific support to extend their learning. Children enjoy their independent activities. They cooperate well with each other when sharing resources or playing together. This was noticeable when a group of children were role playing being hairdressers. Several worked together to organise appointments while others were involved in role play involving shampooing and drying customers' hair. Children enjoy using the outdoor area, especially for riding their bikes and other activities. However, planning for this and other activities that children undertake independently is limited. Consequently, there is no clear guidance

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

for staff on how to intervene effectively in order to develop children's knowledge and understanding fully.

Effective leadership has led to excellent relationships with parents and carers, a positive learning environment and a good team ethos that enables children to achieve well.

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

There was a good response to the questionnaire and the overwhelming majority of parents and carers who returned them or spoke to the inspection team are very happy with the school and what it provides. They consider that the school is a caring community, where their children are extremely well looked after and encouraged to give of their best. A small number of parents and carers had concerns, which covered several areas, but in the main related to the individual parent/carer concerned.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brockhurst 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	74	20	22	2	2	0	0
The school keeps my child safe	69	78	20	22	0	0	0	0
My school informs me about my child's progress	64	72	22	25	2	2	1	1
My child is making enough progress at this school	62	70	24	27	2	2	1	1
The teaching is good at this school	70	79	18	20	1	1	0	0
The school helps me to support my child's learning	64	72	23	26	1	1	1	1
The school helps my child to have a healthy lifestyle	59	66	27	30	2	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)	49	55	34	38	1	1	0	0
The school meets my child's particular needs	58	65	25	28	3	3	1	1
The school deals effectively with unacceptable behaviour	55	62	30	34	1	1	0	0
The school takes account of my suggestions and concerns	52	58	32	36	4	4	0	0
The school is led and managed effectively	67	75	21	24	1	1	0	0
Overall, I am happy with my child's experience at this school	72	81	14	16	2	2	1	1

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.



2 April 2011

Dear Pupils

Inspection of Brockhurst Infant School, Gosport PO12 4SR

I am writing to tell you how much we enjoyed our visit to your school. Thank you for helping us with the inspection. We were pleased to learn that you enjoy school so much, especially all the hard work that you do.

We judged that your school is a good school where your headteacher and all the staff work hard to help you achieve well and take excellent care of you. Your parents and carers fully agree.

Here are some other things we particularly liked about your school.

- You make good progress in reading, writing and mathematics.
- You are respectful of each other, very kind and well behaved.
- You feel extremely safe in school and know you will be looked after exceptionally well.
- You enjoy all the excellent clubs you have such as able writers, 'Purple Pasta' cookery and drama.

These are the things we have asked your school to do to make it even better.

- Ensure that teacher questioning always challenges you and makes you think, and lessons keep you busy so that you do not lose interest.
- Help those of you in the Reception classes to learn more quickly from your play by planning more carefully how adults can join in activities with you.

All of you can help by continuing to work hard in your lessons.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair

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 123 4234, or email enquiries@ofsted.gov.uk.