

Wallisdean Infant School

Inspection report

Unique Reference Number	115893
Local Authority	Hampshire
Inspection number	357839
Inspection dates	6–7 July 2011
Reporting inspector	Chris Grove

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	135
Appropriate authority	The governing body
Chair	Evelyn Wrixon
Headteacher	Sandra Cammish
Date of previous school inspection	23 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by eight teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 73 parents and carers.

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

- The extent of the current progress of pupils, including the progress of those who have special educational needs and/or disabilities.
- How well teaching provides challenge for the different pupil groups, and how successfully assessment is used to support pupils' learning and progress.
- How well the school's self-evaluation arrangements ensure the quality of the curriculum and of teaching and learning.
- How well the school promotes the strands of community cohesion, especially at the national and international levels.

Information about the school

Wallisdean Infant is smaller than the average infant school. Most pupils are of White British heritage, and others are from a small number of other ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is a little above average. The number of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is broadly average. The Early Years Foundation Stage provision consists of two Reception classes. There is a breakfast club and an after-school club, which are not managed by the governing body, and were not included in this inspection. The school has gained the Healthy Schools and Activemark awards. It is also a United Nations Children's Fund (UNICEF) Rights Respecting School.

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

1

Main findings

Wallisdean Infant is a good school. It also has some outstanding features. The headteacher's well-judged and very committed approach to school leadership, together with excellent support by the two assistant headteachers, has resulted in the strong team spirit among the teaching and support staff. Parents and carers recognise the school's highly positive atmosphere. One referred to its 'excellent ethos that encourages idea generation and learning'. All those who returned the inspection questionnaires agreed that their children enjoy school, and a very large majority were happy with their children's experience. One delighted parent felt that the school offers 'a structured and focused environment which has nurtured our son well'. With good insight into the leadership's values, another respondent wrote of the school's 'good balance between education and social learning'.

The school provides outstanding care, guidance and support, and this is a major factor in the inclusive atmosphere that has been developed. As a consequence, the personal outcomes for pupils are all at least good, and some are excellent. The relationships between staff and pupils are warm and trusting. Hence, pupils' behaviour is outstanding, and they feel completely safe at school. They make excellent contributions within and beyond the school community.

Pupils' achievement is good. Children progress well in the Early Years Foundation Stage. However, their achievement in writing is not as good as in other areas of learning, particularly in the case of boys. Although improvements have been made to the outside space in the Early Year Foundation Stage, learning through outdoor activities does not yet include sufficient support for the development of pupils' skills in reading, writing and mathematics. Pupils maintain good progress across the school so that the attainment of those in the current Year 2 is above average. Their good progress results from teaching of consistently good quality, and from an engaging curriculum. Teachers' use of assessment to support pupils' learning is excellent, and this includes especially well-developed target-setting arrangements, which make a strong contribution to their good progress.

Leaders have developed a confident vision for the school, have created the very secure climate for learning, and offer outstanding ambition and drive for further improvement. The high quality of the broad range of partnerships provides excellent support for pupils' personal well-being and for the curriculum, and also for teachers' professional development. The outstanding engagement of parents and carers is shown in the high levels of satisfaction evident in their responses to the survey, for instance in the extent to which the school helps them to support their children's learning. The school's procedures and systems fully meet the requirements for safeguarding and for child protection. Although much is done to promote community cohesion within the school itself, and at the

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local and national levels, pupils are not given sufficient opportunities to reflect on life in different societies elsewhere in the world.

The annual cycle of activities undertaken by school leaders to check the quality of the school's provision and the outcomes for pupils is very effective. The collection of tracking information about pupils' attainment and their progress is excellent, and highly effective use is made of the data, with particular attention to any pupils whose circumstances may make them vulnerable. Challenging targets are set and achieved. Since the last inspection, pupils' attainment has risen from low to above average, and their progress has improved from satisfactory to good. Every aspect of provision has improved. The issues for improvement that were set at the previous inspection have been very well met. Given this exceptional record, the school's capacity for further improvement is outstanding.

What does the school need to do to improve further?

- In the Early Years Foundation Stage:
 - accelerate children's achievement in writing, especially that of boys, by improvements to the curriculum and better use of assessment information
 - make improved use of the outside space so that children are provided with challenging activities that support all aspects of learning, including their early reading, writing and mathematical skills.
- Heighten pupils' awareness of community cohesion through a wider range of contacts, in order to promote their understanding of the diversity of other communities internationally.

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

Children enjoy their time in school and achieve well. Their knowledge and skills on entry are generally below the levels expected for the age group. By the end of Year 2 in 2010, pupils' attainment in reading, writing and mathematics was significantly above average. This trend of markedly higher attainment is becoming more established and reflects the good and improving progress made by pupils across the school. In a good lesson in Year 2, for instance, pupils were very well engaged in the task of preparing to write a letter of invitation. The teacher's imaginative introduction and the good pace to learning motivated pupils well. Drama work and role play provided good opportunities for oral practice so that pupils gained confidence before they started the writing task. In a very good lesson in science, pupils in Year 1 applied themselves particularly well and made good progress in using scientific vocabulary to describe their observations of insects. Pupils learned well because of the lively approach, clear focus on choosing appropriate terminology and the challenge to their thinking through the task set. Pupils who have special educational needs and/or disabilities make the same good progress as others, because assistants offer them good support and because teaching is well adapted to their needs.

Pupils' behaviour around the school and in assembly is outstanding. Pupils behave maturely in lessons, are highly attentive to their teachers, and cooperate well with others. Their spiritual, moral, social and cultural development is good overall, as a result of the rich, practical curriculum which they experience. Pupils are confident about adults' care for them, and feel entirely free from bullying. This is corroborated by the views of parents and carers, almost all of whom agree that their children are safe at school. Most pupils practise

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healthy lifestyles, as is recognised by the school's national awards. In addition to the two hours a week of physical education and games, there is good participation in after-school physical activities. The school's healthy lunches offer pupils balanced meals. More than one third take up this option.

Pupils play many positive roles. The school council meets weekly and its councillors are consulted about school issues by members of staff. As a result, councillors show maturity in their capacity to reflect. Year 2 pupils have raised funds for local charities by performing in the local shopping area. Pupils also have a strong voice in decisions about their learning through the school's practice of involving them in regular self-review activities as part of the evaluation of the curriculum. Status as a Rights Respecting School has had a very good impact on pupils' understanding of their social responsibilities. Attendance has improved in the current year and is above average. Pupils' speaking and listening skills, and their social skills, are well developed. Together with their above average attainment in literacy, numeracy and information and communication technology (ICT), this indicates that they are well prepared for the next stage of their education.

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	2
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	2
The extent to which pupils contribute to the school and wider community	1
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?

All teachers are skilled in building close relationships with pupils, which sustain the very positive climate for learning in classrooms. Teachers are adept at setting high expectations of pupils and ensuring that the pace of lessons is lively and engaging. Clear objectives and

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criteria for successful work ensure that learning is consistently purposeful. The good match of activities to the needs of different groups sets good levels of challenge for all pupils, and indeed pupils are sometimes encouraged to challenge themselves by choosing a more demanding task. Learning support assistants do much to foster good progress, especially for pupils with special educational needs and/or disabilities. However, the role of assistants during whole-class work with teachers is not always clear. Teachers are particularly skilled at assessing pupils' understanding through well-targeted questions. The school's excellent arrangements to set targets for pupils are extremely well designed to build on their previous learning and to contribute to the improvement of their work in mathematics and in writing.

In planning the curriculum, the school puts a strong emphasis on ensuring progression in basic subjects, but also on providing practical work so that pupils learn from first-hand experience. Good use is made of the school grounds, for instance in pupils' study of mini-beasts in science. A more innovative curriculum is in the process of development. Excellent partnerships with a private provider and with the local authority allow the school to offer specialist teaching in sports and physical education, and in music. Higher-attaining pupils are well supported through the challenge groups in literacy and numeracy. A number of themed events, such as Book Week and Wallisdean's Got Talent Day enhance provision well. The school involves parents and carers well in their children's learning, for example through reading mornings and through published information about forthcoming topic work. There are good rates of participation in the small range of extra-curricular activities.

The arrangements to care for and support pupils, and especially any who are at risk, are exceptionally thorough. School staff, and the headteacher in particular, work closely and very effectively with a wide range of local authority agencies to support pupils who may be vulnerable. Records are assiduously maintained. Most parents and carers who returned the questionnaire judged that the school meets their children's needs particularly well. Very good links with the adjacent junior school smooth pupils' transition to the next stage of schooling. The school's actions have improved attendance to above average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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?

The headteacher and the other members of the leadership team provide the school with an outstanding sense of common purpose and direction. Excellent use is made of data and tracking information about pupils' attainment and progress. School target setting is highly effective. Self-evaluation is very detailed and accurate, and this has led to the school's rapid improvement. Ambitious improvement planning sets out in detail how new aims are

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to be met. All senior leaders are involved in monitoring activities to check the quality of provision. The quality of teaching and learning is evaluated rigorously. The members of the governing body have a good insight into the school's many strengths, and are closely involved in contributing to the school's strategic direction. They fulfil the role of critical friend to good effect.

Most parents and carers are appreciative of the school's very good relationship with them. The drive to involve parents includes curriculum workshops, the Honey Pot Group (parent support group), and the new parent council. As one respondent to the survey wrote, 'I have found the council very informative, and have benefited as a parent.' A broad range of partnerships with external agencies provides outstanding support for pupils' well-being. Outside providers offer excellent extension of the school's curriculum. The inclusive ethos is testimony to the strong commitment to the promotion of equal opportunities for all pupils. School records show that pupils who may be vulnerable make good progress and achieve well. The school tracks the performance of such pupils extremely carefully.

Safeguarding arrangements are rigorously undertaken, and where necessary, there is excellent collaboration with outside agencies. Risk assessments are thorough. The child protection, bullying, behaviour and e-safety policies safeguard pupils extremely well. The school has carefully assessed its provision for community cohesion and governors have implemented an action plan. However, the school acknowledges that, although pupils' cultural awareness at local and national levels is good, their understanding of cohesion and diversity at the international level is less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Most children achieve well in all aspects of learning. They make good progress, notably in their emotional development and in their speaking and listening skills, and in reading.

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Although good overall progress is also made from low starting points in learning to write, attainment is lower than in other areas, mainly because boys develop their skills more slowly than girls. However, from similarly low starting points in calculation skills, both boys and girls make especially good progress. Children enter Year 1 with broadly average attainment in most areas. They learn to listen carefully and to respond well to teachers, and develop good concentration on their tasks and independence in their learning. Their enthusiasm and confidence are evident, for example when they respond to the '3-minute challenge' in their numeracy work, or as they practise new skills with the specialist physical education teacher.

Teachers are good at engaging pupils, and create a warm climate for learning by the skilful use of praise and positive rewards. They put a strong emphasis on practical experience to develop children's understanding. For instance, pupils gain experience of weighing and counting when they use scales in cookery. School staff offer children well-planned activities with a good focus on extending their understanding and on helping them to apply the skills learnt. Teachers regularly assess children's progress and learning. Self-assessment by the children themselves is also encouraged. The fabric of the outdoor space has recently been improved in order to make it more useable and attractive, and plans are in hand to further enhance this provision. However, the school does not yet make sufficient use of the outdoor area to provide activities that support the development of children's basic skills, for example undertaking investigative work to support their mathematical thinking, or encouraging mark-making and early writing skills.

The leadership and management are good. The new leader has improved links with pre-school settings through close liaison to ensure good induction into school. Parents and carers are appreciative of this. One family wrote, 'The settling-in process was really great as it helped my child when starting school.' Good relationships have also been built with parents and carers themselves. One recorded that she was new to the school, and had found staff 'incredibly helpful'. The learning journey diaries, which support communication between home and school, have also been successfully developed with input from parents and carers. Children's progress is regularly tracked. The good outcomes for children and the good provision show that the leadership is well focused on improvement through careful self-evaluation.

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 rate of return of completed questionnaires was above average. Most parents and carers think that the school promotes a healthy lifestyle. Most also believe that the quality

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of teaching is good. The great majority feel well informed about their children's progress. They judge that the school meets their children's needs and think that their children are making enough progress. Most also think that the school deals effectively with unacceptable behaviour, although a few do not. Almost all consider that the school is well led and managed. Inspectors endorse all of these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wallisdean 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 135 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	64	26	36	0	0	0	0
The school keeps my child safe	51	70	20	27	2	3	0	0
My school informs me about my child's progress	42	58	25	34	6	8	0	0
My child is making enough progress at this school	45	62	24	33	4	5	0	0
The teaching is good at this school	52	71	18	25	2	3	0	0
The school helps me to support my child's learning	45	62	23	32	1	1	1	1
The school helps my child to have a healthy lifestyle	43	59	24	33	1	1	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)	43	59	24	33	2	3	0	0
The school meets my child's particular needs	42	58	26	36	3	4	0	0
The school deals effectively with unacceptable behaviour	33	45	27	37	7	10	2	3
The school takes account of my suggestions and concerns	34	47	33	45	2	3	0	0
The school is led and managed effectively	42	58	29	40	2	3	0	0
Overall, I am happy with my child's experience at this school	50	68	20	27	1	1	2	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



8 July 2011

Dear Pupils

Inspection of Wallisdean Infant School, Fareham PO14 1HT

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. Inspectors judge that you go to a good school that has some excellent aspects.

This means that it does a lot of things very well.

These are the main things that we found out about your school.

- Your school is very warm and welcoming.
- All the adults take excellent care of you.
- You enjoy school, and your behaviour at school is extremely good.
- You rightly feel very safe at school. Your understanding of healthy living is good.
- You take on important responsibilities, like helping teachers to improve the school by telling them about what is good about it, and what is not so good. You also enjoy taking part in local events.
- Your attendance at school has improved and is now good.
- The teaching in your school is good. The school has made the curriculum interesting for you.
- Your achievement is good. You make good progress, so that by the end of Year 2, your attainment in reading, writing and mathematics is above average.
- You take part very well in the extra-curricular clubs.
- The headteacher and the other leaders are extremely good at their jobs and know how to improve your school.
- Most of your parents are very pleased with your experience at the school.

We have also asked your school to make some improvements.

- Help the children in Reception to do as well in their writing as they do in all their other learning. Also, improve the use of the outside area to help children to develop their skills in mathematics and in reading and writing.
- Give you more opportunities for contact with other people, not just in your local area but also in different parts of the world.

You can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead inspector

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