

# Bishops Waltham Infant School

## Inspection report

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<b>Unique Reference Number</b>	115863
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357832
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Timothy Feast

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>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Foot
<b>Headteacher</b>	Ginene Evans
<b>Date of previous school inspection</b>	30 June 2008
<b>School address</b>	Oak Road Bishops Waltham Southampton SO32 1EP
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed taught by seven teachers. Meetings were held with the pupils, members of the governing body and the staff and an observation was made of a Parents' Forum meeting. The inspectors observed the school's work, and looked in detail at assessment data and its analysis, documents regarding the care and protection of pupils (safeguarding), minutes of governing body meetings and records of the headteacher's observations of lessons. The team also looked at and analysed the 88 responses of parents and carers to the questionnaire that were sent out for the inspection.

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

- The extent to which writing had improved since the last inspection.
- The reasons for the improvement in attainment in mathematics.
- The extent to which boys are closing the performance gap with the girls.
- The extent to which the changes in the curriculum have met the different needs of the pupils.
- The impact of senior leaders on raising attainment and improving the quality of the provision.

## Information about the school

This is a smaller than average for a primary school, although numbers on roll have risen since the last inspection.

Almost all the pupils are from a White British heritage. The proportion of pupils with special educational needs and/or disabilities is low and almost none of the pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is broadly average. The school has been awarded Healthy School status and the Activemark. The school manages a pre-school Early Birds Club and this was observed as part of the inspection. There is in addition onsite pre- and post-school provision which is not managed by the governing body and which was not part of this inspection. The headteacher has been appointed since the last inspection and is just completing her second year in post. The school works closely with other local schools as part of a cluster focused on raising attainment and the quality of provision.

**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

This is an outstanding school that has improved considerably since its previous inspection. Outcomes for pupils are excellent in their academic and personal development. Pupils' behaviour is outstanding. Despite their young age, the pupils show a very considered understanding of how to stay safe and how to keep fit and healthy, which have been recognised by national awards. The pupils' evident enjoyment of their education is reflected in their high attendance and excellent punctuality. School leaders have been particularly successful in reducing the amount of schooling lost by families taking their holidays during term time.

Children make a good start in the Reception classes. They make particularly good progress with their literacy skills. The good progress in speaking and listening was seen in their mature conversations in lessons, for example when they were role playing in a veterinary surgery and their books contain evidence of their progress in writing. Less evidence was seen of children benefiting from child-initiated activities or of the outdoor area being used in an imaginative way.

The good start children make in Reception classes prepares them well for the next stage of their education. Their rapid progress by the end of Year 2 has been encouraged by the excellent new curriculum that has been introduced. The pupils identified that one of the best things about the school was the 'topics'. Topics such as castles, HMS Victory and pirates have resulted in excellent progress. They have helped the boys to close the performance gap with the girls. Pupils with special educational needs and/or disabilities make outstanding progress, as do the pupils known to be eligible for free school meals. Progress is better in reading and mathematics than it is in writing, but progress in writing has improved and there has been good improvement in the writing of higher attainers, the key issue for improvement from the last inspection. As a result of this excellent progress, attainment at the end of Year 2 is consistently high and has improved since the last inspection.

Teaching is outstanding overall and consistently so in Year 2 with excellent teaching elsewhere. Assessment information is used extremely well. Pupils' progress is underpinned by the excellent care, guidance and support that pupils receive.

The headteacher shares with the governing body and staff a clear vision of a high performing school and has successfully translated this vision into an outstanding school, which emphasises the importance of every individual pupil succeeding. The governing body contributes well to the sharply-focused whole-school planning. The well-being and safety of the pupils are at the heart of the school's work and in this respect the headteacher has the backing of a very large majority of the parents. Safeguarding is outstanding. Connections with the local community are extensive. Links with communities and different cultures further afield are beginning to be developed so pupils can

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appreciate ways in which they are similar to, and different from, their own. The school has met nearly all of its challenging targets. Its self-evaluation is rigorous and accurate and demonstrates school leaders' considerable capacity to sustain high standards and for the school to continue to improve.

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

- By November 2011, provide regular opportunities for children in the Early Years Foundation Stage to experience innovative use of the outdoor area and to take advantage of more opportunities for child-initiated activities and for these opportunities to be reflected in the teachers' planning.
- By November 2011, provide regular opportunities for pupils to develop their understanding of similarities and differences between their own and others' cultures.

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

**1**

Children start in the Reception classes with a level of skills broadly typical for their age and show good progress over the year. In their personal, social and emotional development they play well together, sharing resources such as the sand tray. Writing and speaking and listening skills are particularly well developed as a result of the opportunities provided to practise them. Children show the most progress in developing their knowledge and understanding of the world.

As a result of this good progress in the Reception classes, pupils in Year 1 begin the year at levels above those expected for their age. They all continue to make at least good progress with many of the year group making exceptional progress, particularly in reading and mathematics. School leaders have introduced a new scheme to raise progress rates in writing and this is having a tangible impact, as shown in the writing of poetry on how colours relate to their feelings. Pupils' progress in Year 2 accelerates and by the end of the year attainment is high in relation to national averages. Boys' progress enables boys to narrow, but not yet close, the gap with the performance of girls. Pupils with special educational needs and/or disabilities make excellent progress. Pupils have written excellent accounts of life aboard HMS Victory at the time of Trafalgar and their improved writing reflects the skilled focus on this aspect by teachers. The greatest improvement across the school since the last inspection has been in mathematics and the raising of attainment has been helped by dividing the year groups by ability for lessons in this subject.

Pupils are really keen to learn and do well and demonstrate much enjoyment in lessons. Excellent concentration and focus on mastering a difficult skill were seen in the music lesson where Year 1 pupils were focused on a particularly difficult series of 'rounds'. Pupils' spiritual, moral, social and cultural development is good, reflecting the school's ethos of respect and responsibility, but school leaders recognise that there is still more to do for pupils to have a good insight into the similarities and differences between their own and others' cultures.

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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>2</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>2</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?

There are many strengths to the quality of teaching, especially in Year 2 and, as a result, pupils' outcomes are outstanding. Teachers know the pupils very well and, using the information from the improved tracking arrangements, plan very well to meet the individual needs of pupils. Lessons engage and enthuse pupils, for example when pupils went out to explore a pirate trail to develop their knowledge and understanding of quarter hours when telling the time. Teachers accurately assess the progress of pupils and in the best lessons encourage pupils to assess their own work and the work of others.

The curriculum has been extensively re-modelled since the arrival of the current headteacher with the view that 'every lesson counts, every day counts'. The new topics inspire the pupils to do well, for example the pirate project at the time of the inspection, contributing to the improved performance of all pupils, particularly of the boys. The curriculum is enriched by an extensive range of visits and visitors which are appreciated by the pupils and who benefit from working with other schools and providers. The curriculum and pupil outcomes benefit from specialist teaching in areas such as music and French.

The school's focus is the safety and well-being of the pupils and adults are extremely effective in their care and welfare of pupils. School procedures are robust for dealing with all circumstances. Pupils and parents and carers are extremely confident that everybody is kept safe and secure.

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*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 headteacher's high expectations have led to substantial improvements since the last inspection. She has been helped in this by other senior leaders and the governing body. There is a shared vision for the school to be a centre of excellence, a vision appreciated by almost all of the parents and carers. Staff morale is high and a number commented very favourably on the improvements since the last inspection. There is rigorous monitoring of the quality of provision and this has led to improvement in areas such the curriculum, attendance and tracking and monitoring of pupils' progress. All of these have contributed significantly to the raising of attainment. The improvement in attendance is a good example of the school working in partnership with other schools in the cluster. Safeguarding procedures are outstanding and extremely effective in contributing to pupils' well-being. There is a clear vision of what constitutes effective teaching and the headteacher's monitoring feeds back on teachers' areas for improvement which are incorporated into the school's improvement plan. This has had a substantial impact on improving the attainment and the progress of the pupils.

The school's excellent promotion of equality is reflected not only in the closing of the gap between the girls' and the boys' performance and in the excellent progress of pupils with special educational needs and/or disabilities, but also in the absence of discriminatory behaviour. Members of the governing body have contributed well to moving the school forward and have contributed to the improvement plan, for example in relation to improving community cohesion which they have agreed needs embedding further in the work of the school. The searching analysis and extensive monitoring undertaken by school leaders and by the governing body contribute significantly to the school's continuing capacity to improve even more.

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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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>1</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 provision and outcomes for children in the Reception classes are good. Good personal and social skills are developed through a range of activities that encourage children to share well and to develop their knowledge of the world. For example, when asked to consider the safety of minibeasts that had 'hypothetically' escaped from Marwell Zoo, the children were able to determine what would be a suitable habitat and create it, working well in groups of three. This activity showed them to be confident in speaking and listening. They are confident in sharing their writing of new words with adults and are competent in exploring new programmes on the computer. Adult care for the children is excellent as it is in the rest of the school with staff working hard to ensure children feel comfortable in their learning environment.

By the end of the Reception year, children have above average skills, particularly in numeracy, aspects of literacy and knowledge and understanding of the world and in aspects of their personal development. Excellent links are made with the local pre-school providers and the effectiveness of the transition arrangements was evident on the visit of next year's Reception children on the first morning of the inspection. This illustrated that children are well prepared for their start at the school. The guidance and support they receive, together with the good teaching in the Reception classes, mean that children are well prepared for when they move into Year 1 classes.



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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>2</b>
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

With a high response from the questionnaires, the overwhelming majority of parents and carers indicated that their children's experience at school is positive. Their returns reflected many other strengths which are endorsed by the views of the inspectors. A very small minority of parents and carers raised concerns about the leadership and management of the school and the school taking account of their suggestions. There have been considerable improvements in the school's communication with parents and carers since the last inspection and a number of areas were identified in the inspection where the school took account of parents' and carers' views, for example in changing the report format. Many parents, carers and staff expressed in their questionnaires how pleased they were with improvements in the school saying that 'there is a real culture of learning'.

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

Ofsted invited all the registered parents and carers of pupils registered at Bishops Waltham 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	75	21	24	1	1	0	0
The school keeps my child safe	72	82	16	18	0	0	0	0
My school informs me about my child's progress	56	64	30	34	0	0	0	0
My child is making enough progress at this school	60	68	27	31	1	1	0	0
The teaching is good at this school	67	76	18	20	0	0	0	0
The school helps me to support my child's learning	64	73	23	26	1	1	0	0
The school helps my child to have a healthy lifestyle	60	68	28	32	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)	62	70	24	27	1	1	0	0
The school meets my child's particular needs	57	65	29	33	1	1	0	0
The school deals effectively with unacceptable behaviour	48	55	36	41	1	1	0	0
The school takes account of my suggestions and concerns	37	41	36	42	6	7	4	5
The school is led and managed effectively	43	49	31	35	8	9	2	2
Overall, I am happy with my child's experience at this school	70	80	17	19	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	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](http://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"><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.**



12 July 2011

Dear Pupils

**Inspection of Bishops Waltham Infants School, Bishops Waltham**

SO32 1EP

Thank you all for making us so welcome during our recent visit. We really enjoyed you telling us about all the exciting topics that you do and I really enjoyed hearing your singing on Friday afternoon. You told us how happy you are at school and how much you enjoy your lessons and we think you go to an outstanding school. This is because the adults help you to do well in many ways. By the time you leave the school you have made excellent progress. These are some of the things that we think are particularly good.

- Your behaviour is excellent.
- You know how to stay safe very well and keep fit and healthy.
- The new range of topics, the visitors to the schools and visits to places like HMS Victory are excellent.
- Your headteacher knows what she and the other adults need to do to make your school even better.

Even in the best schools there are things that need improving. We have asked that teachers in the Reception class allow you to explore the outdoor area more imaginatively and allow you to decide for yourselves how you want to explore. We have also asked teachers to help you learn about how different people around the country and the world, live.

Thank you for all your help with our visit.

Yours sincerely

Timothy Feast

Lead inspector

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