

# Trosnant Infant School

## Inspection report

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<b>Unique Reference Number</b>	115912
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357844
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Lorna Brackstone HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Powell
<b>Headteacher</b>	Jim Hartley
<b>Date of previous school inspection</b>	19 June 2008
<b>School address</b>	Stockheath Lane Leigh Park Havant PO9 3BD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fourteen teachers were observed in 14 lessons or part sessions. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors looked at the school's self-evaluation documents, internal and external monitoring reports, and development planning. Questionnaires were received from 40 parents and carers and these were analysed alongside those completed by staff and pupils.

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

- The difference in the attainment of boys and girls in reading and writing, and those who are known to be eligible for free school meals and those who are not.
- The progress made by those pupils who have special educational needs and/or disabilities.
- Links within the local community and their contribution towards improving the outcomes of the pupils.

## Information about the school

Since this school was last inspected, it has federated with its neighbouring junior school and they share the same headteacher and governing body. It is a small school which serves a very large social housing estate. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above the national average. Almost half of the pupils have special educational needs and/or disabilities and these mainly include speech and language difficulties. There are two classes in each year group.

**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

This is a good school where pupils achieve well. Pupils thrive in the nurturing environment which is welcoming to all and provides a safe, friendly and stimulating haven for individuals to develop and learn. This is confirmed by parents and carers, one of whom explained, 'I cannot rate this school high enough. They constantly encourage and develop my daughter and she thoroughly enjoys school.'

The quality education is good because:

- The headteacher fiercely believes that all his pupils deserve the best possible chance to succeed in life and he is very well supported by his staff in ensuring that provision in school reflects this. This is recognised well by parents and carers who consider that 'Mr Hartley and his team are doing a super job.'
- Teaching is consistently good. Teachers also demonstrate a number of outstanding features and this is securing good progress and learning. All pupils are fully engaged in their learning because the well-planned activities are based on a stimulating curriculum and match their interests effectively. As one parent explained, 'My son looks forward to going to school every day and enjoys the fun activities. He finds the teaching style very interesting.'
- The care, support and guidance pupils receive are clear and consistent, and pupils have an excellent understanding of what is expected from them as individuals. As a consequence, their exceptional behaviour and strong social attributes make a very good contribution to their learning.
- The good Early Years Foundation Stage provision enables the children to get a good start to their education.
- A very secure community partnership promotes local engagement well and provides good support for the pupils' learning and their personal well-being.

As a result, pupils attain average standards from an entry point into Reception that is well below expected levels. Boys and girls achieve as well as each other and, because vulnerable groups are supported well, their overall achievement mirrors their peers. Pupils are eager to learn but the next steps they need to take to improve their learning are not always made clear enough. While an awareness of their British cultural heritage is developing well, their understanding and appreciation of other cultures and lifestyles in the world at large is more limited. Nevertheless, the school has a good capacity to improve because, since the last inspection, overall standards have improved, levels of attendance have increased and the high-quality provision has been maintained while a federation process with the junior school has been ongoing.

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

- Ensure that teachers' marking reflects the next steps in pupils' learning and individual targets provide personalised guidance for development.
- Provide more opportunities for the pupils to extend their knowledge, understanding and appreciation of cultures which are different to their own.

## Outcomes for individuals and groups of pupils

2

Standards are average in reading, writing and mathematics. Previously, boys did not do as well as the girls in reading and writing. They are now engaged in activities which motivate them to read and write for a purpose, and the gender gap has successfully closed. In the past, pupils who were known to be eligible for free school meals did not achieve as well as their peers. This weakness has been rectified through effective intervention strategies, such as reading challenges, which have raised the importance of sharing books at home as well as in school. Pupils with special educational needs and/or disabilities make good and often outstanding progress in their learning because their specific needs are met well.

Pupils were observed working hard and focusing well on their work. Their impressive behaviour makes a very positive impact on their academic outcomes because they are purposeful learners, who listen very carefully, are keen to please and work extremely well alongside each other. The enthusiasm and excitement over team points for sports day, and the pride they experience when they become Year 2 prefects and members of the school council, are just a few examples of how the pupils contribute to their own school community and develop organisational and leadership roles. The pupils have a good understanding of the difference between right and wrong, and are reflective thinkers. Discussing seaside holidays in the past and singing with gusto traditional songs, such as 'This Old Man', pupils demonstrate a secure understanding of their own heritage. However, their knowledge, understanding and appreciation of cultures other than their own are limited.

Pupils are enthusiastic about their learning and like coming to school. Despite the inevitable childhood illnesses, attendance and punctuality continue to improve. Pupils adopt a healthy lifestyle and can explain in detail why at least five portions of fruit and vegetables should be eaten each day, and know that all their sporting activities help them to keep fit. Pupils report that they feel safe and are very confident that if they should have a worry or concern there is always someone they can go to for help.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<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?

Outstanding features of the teaching are the expectations of pupil behaviour, clarity of exposition and the provision of secure learning environments which are stimulating and inviting. Teachers and learning support staff work well together providing lessons which are meaningful, with practical activities that are relevant to the pupils' experiences and interests. This was exemplified in an exciting mathematics lesson where pupils were involved in estimating, comparing and measuring the capacity of different types of containers.

Regular assessment activities ensure that teachers have an accurate understanding of how well their pupils are achieving against national benchmarks. They encourage pupils to talk to their partners about their learning and good use is made of visual signs such as 'thumbs up' to convey that they have understood what they are learning about. However, pupils are unclear about what they need to do to move onto the next step of their learning because not enough personalised guidance is given to them to explain exactly what they need to do to improve.

Links made between subjects make learning more meaningful, and support the rich curriculum and develop pupils' literacy and numeracy skills well. For example, a topic on the seaside was used to successfully develop literacy, history, geography and scientific skills. The excellent uptake of after-school activities and educational outings to interesting places, such as the Isle of Wight, broadens their life experiences and promotes their

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learning effectively. Relationships between adults and pupils are excellent and particular pride is taken in the strong links that have been established between home and school.

Pastoral guidance and support is an excellent feature of provision and is well reflected in the improving attendance rates since the last inspection and the exceptional behaviour of the pupils. Good systems ensure that pupils are kept safe. Pupils with special educational needs and/or disabilities are fully included in lessons and receive high-quality individual guidance to support specific aspects of their learning so that individuals' needs are met. Those pupils who present challenging behaviour are supported well in a nurture group which has a calm and soothing atmosphere. Graduation from this group is highlighted as a special moment in pupils' lives.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is relentless in his drive to ensure that all pupils receive the best possible education. This is reflected extremely well in the direction his leadership takes which is continually improving pupil outcomes. This is shared well with senior leaders who play a significant role in the management of the school on a day-to-day basis, particularly since the federation with the junior school. Leaders have made a good impact on closing the gender gap and ensuring that vulnerable pupils get the best possible deal. Hence, all pupils receive a fair and equal deal. Senior leaders monitor teaching and learning with thoroughness and precision. The information middle leaders gather from regular work-sampling sessions and discussions with pupils are used well to inform future improvement plans. Nevertheless, they are fully aware that the next steps in their role as managers are to observe lessons and evaluate learning.

The effectiveness of the governing body is good. Governors know the school well and are clear about its strengths and areas requiring development. They provide a good level of challenge and use their own professional expertise well to support the school. The school keeps its pupils safe because all statutory requirements are met. All staff are well trained and risk assessment is thorough. The federation with the junior school has promoted pupils' learning well through an improved consistency of approach, which is exemplified in the transition process from Year 2 to 3 and the sharing of good practice between the two schools.

Parent and carer involvement in drama and musical productions, and events such as sport days, are exceptionally well attended. However, the school knows that there is more work to be done to engage parents and carers in the academic aspects of school life. The sharing of community-based partnerships, such as family support and learning services,

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are extremely effective in promoting pupils' personal development and well-being. A cohesive plan reflects the in-depth consultation which has taken place with families regarding the needs of the community. As a consequence, the impressive range of sporting activities available for the families to access and the opportunities made available for adults to develop their literacy and numeracy skills have an exceptionally high uptake. Nevertheless, while links with the local religious groups have a good impact on the school, engagement with cultures different to their own is less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The majority of children enter the Early Years Foundation Stage with basic skills that are well below the expected level. All of the children achieve well during their time in the Reception class and make good progress in their learning. The children make excellent progress in their communication skills because the teaching staff model clear speech and provide an environment that is rich and stimulating. Nevertheless, a minority of children do not reach the expected level by the time they are ready to move into Year 1 because they have severe speech and language delay. There is a strong emphasis in engaging boys in reading and writing activities, for example through the creation of pirate and spaceship 'reading dens'. As a result, standards and boys' literacy skills have improved.

All adults have an excellent understanding of the needs of young children. The activities planned ensure that the children are motivated to learn. There is a good balance between the focused activities that are led by adults and the opportunities provided for children to choose and plan their own activities. For example, following a session on 'The Hungry Caterpillar', the children enthusiastically played in the 'fruit shop' while others were engrossed in a counting game. Another group of children made caterpillars from coloured dough while individuals experienced the noises and textures of cornflakes. Intermingled



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with these child-initiated activities were discrete learning sessions which were well directed by teaching staff. While the teaching team use visual ways to ensure that all children are engaged in their activities, such as with rewarding stickers when activities were complete, occasionally one or two children became less focused and disengaged in their learning.

Having just completed their first year as a new team, teaching staff are developing good secure management systems which are having a good impact on the quality of provision. The team is well led by the deputy headteacher, who maintains a keen overview of the provision. The steps made in the children's learning are systematically recorded in their 'learning journey' journal and shared with most parents and carers on a regular basis. The children's welfare, care and security are safe in the capable hands of the Early Years Foundation Stage team.

*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

Although a very small number of parents and carers completed the inspection questionnaires, those returned were very positive. One parent pointed out that 'Trosnant Infants have given my son a great start in life and for the future.' Another appreciated that the school was very approachable and explained that 'I can always speak to them at any time if I have concerns.' As one parent summed up, 'This is a great school.'

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

Ofsted invited all the registered parents and carers of pupils registered at Trosnant 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	88	5	12	0	0	0	0
The school keeps my child safe	33	83	7	17	0	0	0	0
My school informs me about my child's progress	31	78	9	22	0	0	0	0
My child is making enough progress at this school	32	80	8	20	0	0	0	0
The teaching is good at this school	35	88	5	12	0	0	0	0
The school helps me to support my child's learning	35	88	4	10	1	3	0	0
The school helps my child to have a healthy lifestyle	35	88	5	12	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)	35	88	5	12	0	0	0	0
The school meets my child's particular needs	33	83	7	17	0	0	0	0
The school deals effectively with unacceptable behaviour	29	73	11	27	0	0	0	0
The school takes account of my suggestions and concerns	31	78	9	22	0	0	0	0
The school is led and managed effectively	33	84	6	16	0	0	0	0
Overall, I am happy with my child's experience at this school	36	90	4	10	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	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.**



15 July 2011

Dear Children

**Inspection of Trosnant Infant School, Havant, PO9 3BD**

Thank you for making us so welcome at your school. We enjoyed spending time with you and finding out about all the things you do. I would like to say a particular thank you to those pupils who told my colleague and I all about life at your school.

We agree with your parents and carers that your school provides you with a good education. You make good progress in your learning and clearly enjoy coming to school. It is clear that you take a full part in its life and I was especially impressed with your lovely singing which was so tuneful and upbeat. Your behaviour is excellent, and you are courteous and friendly around school. These positive attitudes really help you to learn well. You know how to keep fit and healthy, and you have a good understanding of how to keep safe.

Your teachers plan interesting activities and this encourages you to learn because the themes they choose are meaningful to you. For example, I was pleased to hear that the boys were enjoying their reading and writing much more because teachers plan lots of practical activities and this helps you understand what you are learning.

Your headteacher and the other adults involved in leading and managing your school do a good job and make sure that you receive a well-rounded education. We have asked them to make sure that when they mark your work they suggest ways it could be improved. It would be helpful if you were given more personalised targets to help you make the next steps in your learning. We have also asked them to help you to learn about cultures that are different from your own.

Once again, thank you for your help. Keep doing your best and working with the adults in school to make sure Trosnant gets even better.

Yours sincerely

Lorna Brackstone

Her Majesty's Inspector

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