

# Ranvilles Infant School

## Inspection report

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<b>Unique Reference Number</b>	116028
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338709
<b>Inspection dates</b>	26–27 November 2009
<b>Reporting inspector</b>	Olson Davis

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>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Hughes
<b>Headteacher</b>	Mrs W Collins
<b>Date of previous school inspection</b>	10 October 2006
<b>School address</b>	Oldbury Way Fareham Hampshire PO14 3BN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' progress information, improvement planning, the quality of monitoring, safeguarding procedures, minutes of the governing body meetings and curriculum planning documents. Inspectors analysed 98 parental questionnaires.

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

- the progress that pupils make and how this relates to the quality of teaching and the quality of the curriculum
- the impact that leaders, managers and governors are having on provision and outcomes for pupils
- the overall effectiveness of the Early Years Foundation Stage.

## Information about the school

This is a smaller than average infant school. The proportion of pupils entitled to free school meals is below average. A minority of pupils come from naval families. Most pupils are of White British heritage, although a very small minority come from a range of backgrounds, the largest of which are from other White backgrounds and mixed backgrounds. There are no pupils at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or learning difficulties is average. The range of difficulties includes speech and language difficulties, behavioural and physical difficulties. The school has provision for the Early Years Foundation Stage in its two Reception classes. The school has many awards reflecting its commitment to promote pupils' basic skills, information and communication technology (ICT) skills, the arts, healthy living and pupils' understanding of their rights and responsibilities.

**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

Ranvilles Infants is an outstanding school in which pupils thrive, both academically and personally. It is a popular school and the vast majority of parents are highly appreciative of its work. As one wrote, reflecting the views of many, 'Both of my children have attended Ranvilles Infants and I couldn't wish for a better start to their school life. The staff are warm and caring and they provide a fantastic environment in which children grow and develop at all levels.'

Central to the school's success and excellent outcomes for pupils is the outstanding leadership and management at all levels. Under the purposeful leadership of the highly committed headteacher, all adults work very closely as a team, continually driving the school forward to provide what is best for pupils. As a result, all pupils, including those newly arrived and those of different abilities feel fully included in the life of the school and are eager to learn. The rich and varied curriculum is particularly successful in meeting the needs of all pupils, especially those identified as gifted and talented and those who find learning difficult.

The school works very effectively to ensure that pupils are made aware of their rights and responsibilities and this strongly supports their excellent spiritual, moral, social and cultural development. Strong links with the local and wider community provide excellent benefits for pupils' learning and well-being.

Outstanding guidance and support ensures that pupils feel very well cared for. Children are given an excellent start to their education in the Reception classes. Pupils achieve very well throughout the school because of excellent teaching and outstanding support for their additional needs. Integral to pupils' outstanding progress is teachers' highly skilful use of assessment information to set interesting and challenging work that is very well matched to pupils' varying needs and abilities. There are very good relationships and teachers have very high expectations of children's work and behaviour. This increases pupils' enjoyment of learning, raises their self-esteem and prepares them exceptionally well for the future. Children's skills on entry to the school fall into a below average to average banding. From this starting point, pupils achieve very well. As a result, they reach above average standards at the end of Year 2 in reading, writing and mathematics. Due to high quality self-evaluation, leaders have plans in place to lift standards to an even higher level. With this in mind, they are concentrating their efforts on helping boys to do as well as girls in their writing skills. Leaders have also identified that some pupils need to improve their problem-solving skills in order to reach the highest level in mathematics and work has begun on these features, although there is more to do.

School leaders and governors know the school exceptionally well. The school has maintained the excellent features identified at the last inspection and made further

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improvements to pupils' achievement, provision and school leadership. This confirms the school's excellent capacity for sustained improvement.

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

- Narrow even further the remaining gaps in writing skills between boys and girls so that boys confidently work on higher level skills.
- Build on current planning and actions to provide more opportunities for pupils to apply their mathematical knowledge in real-life, problem-solving situations.

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

**1**

- Pupils do very well in gaining basic skills and in learning about information and communication technology (ICT). They also enjoy and gain good skills in art, drama and music. Pupils' excellent progress across a wide range of subjects is evidenced by the high quality work produced by pupils and vibrant displays around the school, such as the colourful fishes inspired by the work of Kandinsky.
- Pupils with special educational needs and/or disabilities do as well as their classmates because of the very effective additional support they are given. There are no significant differences in progress between boys and girls in most aspects of the school's work but in writing, girls attain high standards and boys' attainment, although above average, reflects their often lower starting points. Inspectors observed teachers making effective use of resources, such as computer programs, 'boy-friendly' texts and practical activities to inspire boys in their writing tasks. However, more remains to be done to encourage boys to attain the same high standards as girls. The school's strategic planning identifies the need to strengthen the problem-solving skills in mathematics.
- Pupils say that they enjoy their school very much. This is evident in their excellent behaviour and good attendance. Pupils have a strong sense of right and wrong. 'We are here to respect, learn, take responsibility and look after the toys.' The pupils report that they feel very safe in school and that any acts of unkindness are dealt with promptly by adults. They understand how to avoid risks such as when using the internet or crossing the road. Pupils know about the benefits of good diet and exercise and greatly enjoy the 'Brain Gym' sessions. They take their responsibilities very seriously, be it as reading buddies, improving the school environment as eco-elves, or as members of the school council, and carry them out very well.

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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>	2
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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Teachers work closely in teams and plan and evaluate their lessons very well to ensure that work is always very well matched to pupils' differing learning needs. Lessons are challenging, questioning and explanations are good but there is room for more investigation work in mathematics. Teaching in English is often of a very high quality. For example, pupils produced a character profile for an alien from another planet and children were highly motivated by the teacher's excellent rapport with them. They were so excited and stimulated that they extended and developed their understanding of words and were keen to put their thoughts down on paper. In all lessons, pupils demonstrate a very good capacity to work well together. The 'continuous provision' sessions in which pupils plan and carry out their own projects encourages independence in learners and is exemplary practice. Skills for learning are made explicit by teachers and used successfully by pupils.

Excellent tracking systems and detailed analysis of information ensure that staff can very accurately plan the next steps in learning and set challenging targets for pupils. Consequently, pupils are very clear about how well they are doing and what they need to do to improve their work because of the excellent help and guidance they receive from their teachers.

The exciting curriculum places a strong emphasis on developing pupils' basic skills while enhancing their wider development, which helps pupils' outcomes to be outstanding. For example, pupils log on to the school's virtual learning environment to do their homework

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and to practise important skills. The curriculum is greatly enriched by visits and visitors to the school, particularly in the arts. Pupils benefit greatly from the local and global dimension of the 'Rights, Respect and Responsibility' programme. There is an excellent focus on promoting healthy lifestyles.

The school's strongly caring ethos means that pupils are valued as individuals and thrive and grow in confidence. Procedures for ensuring the safety and protection of pupils, including the most vulnerable pupils, are robust, so they feel very safe and thrive. Links with other schools and agencies are of high quality so that specialist support is provided for those who need it, for example in speech and language therapy and occupational therapy. The needs of newly arrived pupils are quickly assessed allowing them to settle very quickly and get the support they need.

*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?

Under the highly effective leadership of the headteacher and the assistant headteacher, the school gives equality of opportunity the highest priority and tackles discrimination very effectively. As a result, school leaders provide a high standard of care for all pupils, a high quality learning environment and good standards of teaching to ensure the learning needs of pupils are well met. Subject leaders play their full part in improving standards and provide excellent support to ensure a high level of consistency among staff. The impact of this is that pupils make great strides in their personal development and achieve very well academically. The school is not complacent and strives to be at the forefront of educational thinking and innovation for the benefit of its pupils. School self-evaluation is excellent. Areas of strength have been built upon and issues from the previous inspection successfully tackled. Teaching performance is very effectively monitored and teachers' targets for improvement are closely linked to pupils' progress and improvement priorities. As a result, all teaching is outstanding.

Safeguarding procedures are excellent. Governors and staff ensure that policies and procedures are of high quality and are followed assiduously. Governors know the school very well through the high quality information provided by the school and their own very effective monitoring. This allows them to participate fully in managing the school's strategic development. The school promotes community cohesion well, particularly at the local and global levels. The school is strengthening its links at the national level to enhance its contribution 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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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**

Highly effective leadership of the Early Years Foundation Stage contributes to the excellent start made by the youngest children. Starting points vary from year to year but range from below average to broadly average. The excellent quality of teaching and highly skilled support ensures that children achieve well in all areas of learning. Children make very good progress so that their attainment is in line with, and often above, national expectations by the end of Reception. This is because teachers make excellent use of assessment information and consider the unique talents of every child when planning activities to stimulate and motivate them. The curriculum is imaginative and well considered. The use of 'Write Dance' is particularly successful in fostering boys' writing skills by developing their gross and fine motor skills, although girls also find it useful and enjoyable. The children are enthusiastic learners, full of curiosity which is stimulated by the rich environment. Children are very well cared for and happy. There is a strong partnership with parents and close liaison with pre-school providers to ensure that children settle quickly into the Reception classes. The Year 1 teachers work closely with the Early Years Foundation Stage staff to ensure a smooth transition for children, which builds excellently on their achievements.



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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>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

An overwhelming majority of parents are happy with their child's experience at school. Typical comments from them are 'Hard working teachers make the curriculum enjoyable' and 'The school is very good at preparing the children for their future, both in the use of IT and promoting independent thinking.' They say that the school keeps their children safe and their children enjoy school. They feel well informed about the progress their children make. A very small number of questionnaires contained criticisms and/or disagreements with the statements but these were individual concerns and revealed no specific trends.

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

Ofsted invited all the registered parents and carers of pupils registered at Ranvilles 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	89	11	11	0	0	0	0
The school keeps my child safe	75	77	22	22	1	1	0	0
My school informs me about my child's progress	71	72	27	28	0	0	0	0
My child is making enough progress at this school	61	62	33	34	4	4	0	0
The teaching is good at this school	71	72	26	27	1	1	0	0
The school helps me to support my child's learning	66	67	30	31	2	2	0	0
The school helps my child to have a healthy lifestyle	65	66	33	34	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)	57	58	29	30	2	2	0	0
The school meets my child's particular needs	61	62	32	33	2	2	2	2
The school deals effectively with unacceptable behaviour	61	62	31	32	2	2	1	1
The school takes account of my suggestions and concerns	54	55	39	40	1	1	1	1
The school is led and managed effectively	69	70	27	28	0	0	1	1
Overall, I am happy with my child's experience at this school	76	78	20	20	1	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



30 November 2009

Dear Pupils

**Inspection of Ranvilles Infant School, Fareham, PO14 3BN.**

Thank you for being so friendly and helpful when I and the other inspectors visited your school. We enjoyed listening to what you had to say about your school. We agree with your parents that you go to an outstanding school. Here are some of the many outstanding things about your school:

- you make an excellent start to school in Reception
- you have amazing teachers and teaching assistants who give you very interesting things to do and help very well to improve your work
- you behave very well and work very hard in lessons
- you are doing very well in many subjects
- you are exceptionally good at taking responsibility; we like the way that the buddies help some of the younger ones with their reading
- it was excellent to see you doing your Brain Gym in the morning; you thoroughly enjoy keeping fit and healthy
- the adults in school look after you very well
- the headteacher, staff and governors run the school very well and are constantly trying to improve it for you.

There are two things that we have asked the school to do to be even better:

- help the boys to do as well as girls in writing
- help some of you to solve even harder problems in mathematics

You can help by trying as hard as you can in your writing and your problem solving. We hope that you continue to enjoy your school.

Yours sincerely

Olson Davis

Lead inspector

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