

Tanners Brook Infant School

Inspection report

Unique reference number	116114
Local authority	Southampton
Inspection number	379204
Inspection dates	13–14 June 2012
Lead inspector	Andrew Saunders

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	258
Appropriate authority	The governing body
Chair	Rebecca Smallbone
Headteacher	Rita Baker
Date of previous school inspection	16–17 September 2008
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Age group	4–7
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Introduction

Inspection team

Andrew Saunders

Additional inspector

Fran Ashworth

Additional inspector

Anthony Byrne

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 12 teaching staff during 23 lessons or parts of lessons, including sessions to support disabled pupils and those with special educational needs. Lesson observations totalled 9 hours and 40 minutes. Inspectors observed the school's work, and looked at the systems to keep track of pupils' performance, documents demonstrating the school's self-evaluation and the monitoring of teaching. They considered the views of parents and carers, expressed through the 137 questionnaires returned during the inspection, as well as views expressed through informal discussions. The views of pupils, staff and members of the governing body were also considered, through meetings and informal discussions.

Information about the school

This is a larger than usual school of its type. The proportion of pupils known to be eligible for free school meals is above average. The majority of pupils are White British; a wide range of other heritages are represented. The proportion of pupils who speak English as an additional language is average and a few of these are at the early stages of learning English. The proportion of disabled pupils and those with special educational needs is broadly average, including those on school action, on school action plus and those with a statement of special educational needs. There is a unit to support pupils with hearing impairment within the school. The Early Years Foundation Stage comprises of three Reception classes; plans are in place for the school to increase to four classes in Reception from September 2012. There is a privately run nursery on the site; this is subject to a separate inspection. There are also an after-school club and breakfast club run by a private company; these were not inspected as part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school because senior leaders have ensured that key issues have been addressed since the last inspection, teaching has improved and attainment has risen steadily. It is not yet outstanding because more-able pupils are not always challenged to the full extent of their ability. While teaching is good, there is not yet sufficient that is outstanding.
- With attainment that is now above average and good progress from their starting points, the achievement of all pupils is good. While more-able pupils get opportunities to do more difficult work, they are not consistently challenged in some lessons and are not stretched as much as they could be in their learning.
- Well-focused professional development and support mean that assessment is a strong feature of lessons and teachers have good subject knowledge. Teachers have a clear picture of pupils' needs and provide instruction and activities which meet these needs well. However, opportunities for pupils to identify their own next steps of learning are not always followed up.
- Almost all pupils remain well behaved at all times. The school is notably successful in helping pupils with behavioural, emotional and social difficulties to make a more positive contribution to the school. Pupils have highly enthusiastic attitudes towards learning because they are fully engaged. While they are lively during free time, they maintain appropriate attitudes towards their own and each other's safety.
- The headteacher and her senior leaders have accurately evaluated the work of the school, identified the most important key issues and ensured strategies are consistently implemented so that teaching is good, and occasionally outstanding, and pupils achieve well. The ambitious vision for the school is widely shared by all staff. The school promotes pupils' spiritual, moral and social development successfully through its well-planned curriculum.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Increase the proportion of pupils reaching the highest levels by the end of Year 2, within a year, by ensuring that pupils who are more able are consistently challenged to the full extent of their ability.
- Increase the proportion of outstanding teaching by providing more opportunities for pupils to determine for themselves what they need to do to improve, and take action accordingly.

Main report

Achievement of pupils

Attainment has improved steadily so that it is now above average at the end of Year 2, most noticeably in mathematics. When they join the school in Reception, most children have skills and knowledge which are less well developed than expected for their age. Strong leadership in the Early Years Foundation Stage has ensured there are clear routines and high expectations of children, so they settle quickly and develop good skills as learners. They are highly enthusiastic about tackling their work and like to be challenged; consequently, they make good progress. These positive attitudes are evident as pupils continue through Key Stage 1 and ensure their progress remains good. Lessons observed and the school's records for the performance of pupils confirm that this is typical. For example, pupils made good progress in a Year 2 lesson learning to write times in digital format, because staff checked pupils' understanding regularly and dynamically changed the groups they were supporting. In outstanding lessons, more-able pupils are given challenging work, but this is not always the case. Effective teaching in linking of letters and sounds (phonics) means that pupils develop good skills in reading by the end of Year 2; their attainment has risen steadily and is now above average. Almost all parents and carers agree that their children are making good progress and the inspection evidence supports this.

Previous gaps in attainment between some groups of pupils and the national figures have been addressed. The performance of pupils known to be eligible for free school meals, girls, and pupils who speak English as an additional language, is now above average. Those at the early stages of learning English make rapid progress because staff supporting them are well trained. For example, pupils who joined the school recently benefit from a member of staff who speaks their home language, but constantly reminds them of the English words to use. Pupils with hearing impairment are exceptionally well supported through the resource base and are well integrated into the full life of the school, ensuring they make excellent progress in their learning and personal development. Other disabled pupils and pupils with special educational needs make good progress and reach levels of attainment which are above average because the strategies to support them are carefully chosen and effective.

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Quality of teaching

Carefully conceived systems are used to collate information about the performance of the pupils. This is closely analysed and used to establish personal targets for pupils, and inform planning for lessons. Teachers further assess how well pupils understand the work during the lessons and typically adapt their explanations or the tasks so that the pace of learning is maintained. Verbal feedback helps pupils to know what they need to do next; in the best examples, pupils are encouraged to think about what they can do to improve their work. However, these opportunities are not consistently implemented and occasionally pupils are hesitant to take action for themselves to improve their work. Strong subject knowledge of the teachers and good resources mean lessons are delivered confidently. The good teaching of phonics enables pupils to develop good skills in reading. Work is usually closely matched to the needs of all pupils and, in the best lessons, more-able pupils are enabled to get on with their work as soon as they understand what they need to do. Pupils enjoy the topics they study, because they are carefully chosen to reflect the interests of the pupils and to widen their experience of the world around them. For example, pupils particularly enjoyed writing a letter to persuade the headteacher to help them raise funds by making and selling pizza.

Very strong partnerships support pupils with a wide range of complex needs, including disabled pupils and those with special educational needs, so that they are able to access many learning opportunities and make good progress. Teachers in the hearing impaired unit are highly skilled at using a range of approaches to maximise pupils' ability to communicate and learn; this provision is outstanding. All staff are well trained in identifying the needs of pupils and implement the agreed strategies consistently and with great care. Parents and carers indicated that they feel teaching is now good at the school and expressed appreciation of the dedication of current teachers and staff. Inspection evidence confirmed that teaching is typically good.

Behaviour and safety of pupils

Observation, analysis of school records and discussions show that pupils behave well and are proud to be part of the school. They say they like being at school and their attendance is broadly average. The school has worked hard to ensure parents and carers are well aware of the importance of regular attendance. As one parent said, 'My son loves school and that is what is important.' The highly skilled support of adults ensures that those with behavioural, emotional and social difficulties are helped to take responsibility for their actions and respond appropriately. The school works closely with a wide range of other partners to sustain these improvements in behaviour. The school's aim of empowering pupils and involving parents and carers in the management of behavioural issues has been successful and the number of recorded incidents has fallen considerably. The consistent use of 'golden rules' and rewards across the school, alongside sanctions, means that pupils know exactly what is expected and want to live up to these expectations.

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During free time pupils get along amicably and readily help one another to get involved, play games or participate in role playing. A very small number of pupils are boisterous in their play, but respond readily to reminders from their peers and adults to consider their own and others' safety. Pupils say that they feel free from all types of bullying and are confident that any issue they raise will be taken seriously and dealt with rapidly. They know that if they are worried about anything, they can readily talk to one of the adults. Almost all parents and carers agreed that behaviour is good and that their children feel safe and are well cared for; inspectors agreed with this view. The security and reassurance pupils feel, alongside the many experiences they enjoy, such as visiting an art gallery, mean that pupils' spiritual, moral, social and cultural development is well catered for. This is further demonstrated by their caring attitude in raising funds for one of their peers.

Leadership and management

Working together, senior leaders have eliminated inadequate teaching and set aspirational targets for the performance of pupils which have been reached. They model the high expectations they hold and ensure teachers have opportunity to develop their expertise in appropriate areas. For example, the teaching of phonics is strong because best practice is identified and shared. Leadership of the Early Years Foundation Stage has developed a passionate sense of purpose among all the adults, who use good questioning to probe children's thinking. They also encourage children to develop their own questions and consider each others' views. Together with opportunities to reflect and celebrate their learning, this contributes well towards their spiritual, moral, social and cultural development. Leaders have developed and implemented an engaging curriculum which takes account of the interests of pupils, and which is carefully structured to cultivate their skills and knowledge systematically. Parents and carers are helped to support their children through a range of opportunities to find out about the school's approach to particular topics. They agree that they get plenty of information about how well their children are doing.

Robust systems and caring attitudes ensure policies and records are effective and kept up to date. Members of the governing body, along with all the staff, show appropriate consideration for the safety and well-being of pupils, ensuring the procedures and policies meet requirements. They have a high regard for the equality of opportunities for all groups of pupils and check that this is happening; they are prepared to tackle any discrimination rigorously should it occur. Parents and carers almost all agreed that the school keeps their children safe. Members of the governing body are effective in holding the school to account because they provide good levels of challenge, alongside their knowledgeable support and skills. The steady rise in performance, improvements since the last inspection, and the strong leadership shown by senior leaders in improving teaching, demonstrate the capacity of the school to sustain the trend of improvement.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 June 2012

Dear Pupils

Inspection of Tanners Brook Infant School, Southampton SO15 4PF

I thoroughly enjoyed talking to many of you and seeing the work you were doing when I visited your school. I was impressed with the way you enjoy learning so much, and how hard you work. You get along very well during breaks, and help each other to remember the 'golden rules', especially in lessons. As a result, your behaviour is good. Those few of you who find this quite difficult are helped by caring adults to learn how to make better choices.

The teachers and other adults collect lots of information about how well you are doing and use this to plan interesting work for you to do. They share ideas about how to make sure their teaching is effective, for example when teaching you phonics and reading. They check how well you understand your work during lessons and help you when you need it. As a result, you make good progress. Those of you who find learning more difficult, or have disabilities, are helped by teachers who are well trained. Consequently, you also make good progress. In the best lessons, those of you who find learning easier are given challenging work to do, and encouraged to get on with it quickly. However, this does not happen in all lessons. Teachers also tell you what you need to do to improve your work, but not all the teachers give you enough time to think about this for yourself, or to do something about it.

The headteacher and other leaders know how well the school is doing, and have done the right things to improve it. Even though it is a good school the headteacher and other staff want to continue making it better. I have asked them to do two things.

- Make sure that those of you who find learning easier are given harder work to do in all your lessons, so that you are challenged in your learning.
- Give you time to think for yourselves how you can improve your work, and the chance to do these things more often.

Yours sincerely

Andrew Saunders
Lead inspector

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