

# Bursledon Church of England Infant School

Long Lane, Bursledon, Southampton, SO31 8BZ

**Inspection dates** 15–16 January 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Effective leadership by the headteacher and other senior leaders has brought marked improvement to the quality of teaching and learning, which in turn has had a beneficial effect on pupils' achievement.
- Teaching and learning are good. Outstanding lessons benefit pupils' learning well, with learning support assistants being very active in helping children overcome any learning difficulties.
- Progress rates are improving and are above those expected nationally. The school collects a good range of data which enables it to regularly track pupils' progress.
- A consistent approach to the application of the behaviour policy has helped ensure a positive learning environment in which pupils behave well and want to learn.
- The introduction of half-termly meetings about pupils' rates of progress has raised awareness about any pupils facing difficulties. Teachers are now more accountable for the success of their pupils than previously.
- Leadership responsibilities have been well shared and monitoring involves managers at all levels and governors. This leads to accurate self-evaluation and well-focused development priorities being identified in English and mathematics.

### It is not yet an outstanding school because:

- There remain inconsistencies across teachers' expectations regarding the presentation of pupils' work, in their selection of appropriate learning resources and the opportunities and time they provide for pupils to reflect before answering questions and to assess their learning for themselves.
- The effect of leadership is not maximised because not all leaders have easy access to ongoing assessment information, so in subjects other than English and mathematics there is inconsistent knowledge of pupils' standards by the end of Year 2.

## Information about this inspection

- Inspectors observed 11 lessons and sessions on guided reading and linking sounds and letters (phonics).
- They listened to a sample of pupils read in Reception and Years 1 and 2.
- They observed the school’s work and looked at attainment and progress data, the school’s development plan, curriculum plans, governing body documentation and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.
- Discussions with parents and carers took place and the team considered the 18 responses to the online Parent View questionnaire.
- Discussions were held with senior and other leaders and managers, teachers, governors, a representative of the local authority, and pupils.

## Inspection team

Michael Pye, Lead inspector	Additional inspector
Richard Chalkley	Additional inspector

## Full report

### Information about this school

- The school is part of a federation arrangement with the junior school on the same site.
- The infant school is of average size.
- The majority of pupils are from a White British background with pupils from mixed backgrounds being the next largest group.
- The proportion of pupils known to be entitled to free school meals, and supported under a government initiative known as pupil premium funding, is broadly average.
- The proportion of disabled pupils and those with special educational needs supported at school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is below average. The main needs of these pupils relate to speech, language and communication needs.
- The school has an on-site nurture group managed by the governing body.
- A Sure Start children's centre operates from the school site. This is subject to a separate inspection.

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

- Raise attainment levels through ensuring that all teachers:
  - choose appropriate learning resources and reduce the use of uninspiring worksheets
  - ensure high levels of presentation in pupils' exercise books
  - ensure that pupils have opportunities to assess their own and others' work against clear success criteria
  - ensure that pupils are given sufficient time to reflect prior to answering questions in lessons.
- Maximise the effect of leaders and managers by ensuring that:
  - all have easy access to the assessment data bank to enable them to enter data and use them effectively when planning
  - all subject leaders have knowledge of standards in their areas of responsibility.

## Inspection judgements

### The achievement of pupils is good

- Attainment over the past two years has improved from what was previously well below average. In 2011 attainment was broadly average including in reading. The dip in 2012 to below average attainment reflects the large numbers of pupils with special educational needs in that cohort.
- Given the entry levels of pupils, this attainment is the result of good progress by the different groups of pupils, including disabled pupils and those with special educational needs. Pupils with gifts and talents progress very well.
- Children enter Reception with skills and knowledge at very low levels. A significant proportion of them have serious communication issues. Consistently good and better teaching helps ensure that the children make good and often outstanding progress, although they leave Reception with below expected levels.
- Pupils eligible for pupil premium funding make similar progress to their peers because of the impact on their learning brought about by the effective use of these extra resources.
- While in some subjects and at some times boys do less well than girls, there is no consistent pattern beyond this to the differences in their achievement.
- Lesson observations and work scrutiny confirm the good progress of pupils. Attainment in Year 1 is at the nationally expected levels in mathematics and English. Gaps in the rates of progress in different subjects are closing in Year 2, with reading being the strongest aspect.
- The teaching of phonics is well delivered from the Early Years Foundation Stage onwards. Very encouraging is the readiness with which pupils, when reading, use their knowledge of separating and sounding out the letters to interpret difficult words. Pupils have good, regular opportunities to read at school and parents and carers use the diaries that record pupils' reading to help them make good progress.

### The quality of teaching is good

- The sharp focus on developing the quality of marking across the school has been successful. Pupils say they find the feedback given to them useful and that the various 'marking codes' help put their work into context and ensure that they know whether they have achieved the learning objective or not.
- Teachers' secure subject knowledge helps ensure that pupils are challenged at the right level. This was evident in a Reception phonics lesson where the teacher was able to help develop the children's understanding through accurately modelling the sounds used when retelling a story.
- Relationships throughout the school are extremely positive. Consequently, pupils are prepared to answer questions and get involved in their learning. This is particularly so in the nurture unit where pupils' social and personal skills are very well developed through joint activities, such as jigsaw and drawing challenges involving the sharing of resources and ideas.
- The impact of teachers' attention to the moral and social development of pupils is seen in the high levels of respect shown for the views of others. Pupils are quiet and listen carefully in class. On occasions, the teachers' questioning does not allow sufficient time for the pupils to reflect on what they have learnt, before they are expected to answer.
- The school's work since the previous inspection has helped ensure that lessons have pace and that pupils remain motivated and on task.
- Teachers' planning is secure. Varied resources and activities are used to meet the pupils' different learning styles. This was seen in a Year 2 guided reading session where activities varied from writing and reading activities to answering questions about various texts. Not all teachers, however, sufficiently avoid the overuse of uninspiring worksheets which, on occasions limits the pupils' learning and progress. The setting of work at the appropriate level for pupils is good, for example different ability groups were set challenging work on solving number problems in a Year

2 mathematics lesson.

- Teachers have high expectations of behaviour and oral work. In most written work pupils' presentation reflects their pride and shows that they want to do their best. However, not all teachers have a sufficiently high expectation of presentation in the pupils' books.
- Pupils get some good opportunities to evaluate their own and others' work. This was seen in a Year 1 physical education lesson where pupils were well used to demonstrate their work. In some other lessons opportunities are missed to consistently challenge pupils to assess work against the success criteria.

### **The behaviour and safety of pupils** are good

- Pupils demonstrate good behaviour in class and in the playground. The school carefully records any behaviour incidents and these logs confirm that behaviour, over time, is typically good.
- The vast majority of parents and carers who gave their opinions on the Parent View site and those spoken to agree that their child feels safe at school. In discussions with pupils they were unanimous that they feel safe in school, including those from the nurture unit.
- The pupils also said that there is no real bullying, only some 'silly' behaviour. For their age they have a secure understanding about what is meant by bullying, mentioning name-calling and physical threats. They say that the school deals quickly and effectively when informed about any incidents.
- The caring environment within the school is very obvious. This undoubtedly helps pupils to feel safe and secure and enables them to concentrate on their learning. They have a good understanding about risk and health and safety. This is enhanced by the school's work, for example regarding road safety and participation in Anti-Bullying Week. In lessons such as physical education pupils are taught about the safe handling of apparatus.
- All parents and carers who completed the online questionnaire believe that their children are happy at school. Pupils say they learn a lot and that lessons are fun. Attendance has improved and is now average.
- In an assembly observed, led by the local vicar, pupils demonstrated high levels of respect and their spiritual and cultural development was well reinforced by the singing and the time given for reflection.
- The large majority of pupils demonstrate good, positive attitudes to learning and take a pride in their work. However, behaviour and safety are not yet outstanding because a minority of pupils have yet to take sufficient responsibility for presenting their best work more often.

### **The leadership and management** are good

- The headteacher has successfully shared the vision for improvement among the staff and governors. This vision is based solidly around ensuring continuous improvement in teaching and the progress pupils make.
- The secure capacity to sustain improvement is seen in the improvement over the last two years in the quality of teaching and pupils' progress and attendance. Additionally, leadership and management responsibilities have been shared and distributed effectively. Consequently, leaders generally participate well in monitoring and school self-evaluation activities.
- From this accurate self-evaluation, the school identifies very appropriate development priorities. At the whole-school level, progress towards achieving these priorities is carefully tracked. However, judging progress against some subject action plans is made difficult because of the lack of measurable success criteria. There is also a need for leaders to show even more clearly how these plans support the whole-school development plan.
- The gathering of relevant assessment data about pupils' performances is well embedded with accurate analysis of how the different groups of pupils are doing. The regular staff meetings to

consider pupils' progress use these data effectively to identify those requiring additional support and to track the impact of interventions to support disabled pupils and those with special educational needs. This tracking of pupils' progress helps ensure equality of opportunity.

- A minority of leaders do not have sufficient access to assessment data and there are variations in their knowledge of the standards pupils are reaching in the subject areas for which they are responsible.
- The pupil premium funding has been allocated well with an appropriate focus on the provision of resources, personnel and the nurture unit to support these pupils.
- Strategies to improve teaching and the accountability of teachers have helped accelerate pupils' progress. Performance management is closely linked to school priorities and staff development has taken place based on the new Teaching Standards. Staff rightly see performance management as a good developmental tool.
- The curriculum meets the needs of pupils, ensures there is no discrimination and provides good opportunities for them to choose activities and to use their literacy and numeracy skills meaningfully. This contributes well to the pupils' social and moral development.
- Federation arrangements are developing well. Besides the obvious advantages to transition from infant to junior, the pupils benefit from shared staff expertise and resources.
- Community partnerships with the church and other schools benefit pupils. Family learning and regular information shared with parents and carers help pupils' progress.
- Local authority support is light touch, recognising the degree of improvement in recent times.

#### ■ **The governance of the school:**

- Governors are highly effective in monitoring the school and reinforcing the drive for improvement.
  - They use a wide range of effective monitoring strategies. 'Governor days' encourage the sharing of views with school staff, while regular, planned visits and reports help ensure that governors have a secure and accurate knowledge of the school.
  - They challenge the school over the quality of teaching, the progress of different groups of pupils, any underperformance and other aspects of school life. Governors have a sound understanding of how staff move through salary scales and relate this to the impact of their teaching on pupils' achievement.
  - They use challenging performance management targets to promote school improvement.
  - Governors have an accurate understanding of the pupil premium budget, how it is allocated and are increasingly receiving reports on the impact of the expenditure on the progress of those pupils.
  - The governing body meets its statutory responsibilities and maintains close monitoring of aspects such as safe recruitment and health and safety issues including effective child protection.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116277
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	405636

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Bax
<b>Headteacher</b>	Alec Smith
<b>Date of previous school inspection</b>	5–6 October 2010
<b>Telephone number</b>	023 80402869
<b>Fax number</b>	0238 0404628
<b>Email address</b>	headteacher@bursledon-inf.hants.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

