

Weston Shore Infant School

Foxcott Close, Southampton, SO19 9JQ

Inspection dates

11–12 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
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.

- Pupils are friendly, welcoming and eager to explain to visitors all the exciting things they have been doing. Pupils and their families are exceptionally well cared for and parents and carers say that the staff are 'fantastic'.
- All groups of pupils, and from all backgrounds, make good progress from their starting points and some make exceptional progress to reach above average standards in reading, writing and mathematics. They learn letters and sounds competently and so learn to read well.
- Teachers check pupils' progress continually and accurately. They work well with support staff to plan activities that will maintain good progress or correct any misunderstandings quickly.
- Pupils behave well in lessons. They know they are safe at school and report that behaviour is good.
- The headteacher makes sure that every pupil does as well as they possibly can by checking their progress in reading, writing and mathematics regularly. The governing body knows how well the pupils are doing and shares the ambition for every pupil to achieve well. They are well trained to challenge and question the school. The headteacher and leaders, including the governing body, have an accurate view of the school and what needs to be done to improve it so that it will be an outstanding school again.

It is not yet an outstanding school because:

- Occasionally too much time in lessons is spent as a whole class group and there is insufficient time for pupils to be actively involved in individual or group activities. As a result, progress slows.
- The responsibility for managing the performance of staff and improving teaching and learning is not shared, hindering the effectiveness of the process.

Information about this inspection

- The inspector observed 12 lessons taught by five teachers, of which four were joint observations with the headteacher. The inspector also listened to pupils read.
- Meetings were held with the headteacher, teachers and the Chair of the Governing Body, and informal discussions with parents, carers and pupils.
- There were six responses to the online questionnaire (Parent View), three letters from parents and carers and the inspector considered recent questionnaires carried out by the school.
- The inspector looked at the school's documents, including records of checks on pupils' progress, planning for improvement, leaders' checking of teaching and learning, records about attendance and safeguarding and minutes of the governing body meetings.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than average for schools of its type.
- The proportion of pupils known to be eligible for free school meals is over half, much higher than average. The proportion of pupils from ethnic minority groups or new to learning English is average.
- The proportion of pupils who are disabled or have special educational needs supported at school action plus or with statements of special educational needs is much higher than average. The proportion supported at school action is also above average.
- The proportion of pupils known to be eligible for pupil premium (additional government funding for children in local authority care, children from service families and children eligible for free school meals) is much higher than average.
- There is a specially resourced 'Early Learning Group' with 20 places for children aged three to four with specific speech and language difficulties. They attend for two to three morning sessions each week in addition to another early years setting.
- There is a Sure Start children's centre and pre-school on the school site. The school is part of an educational trust.

What does the school need to do to improve further?

- Improve teaching in order to raise achievement by making sure that pupils are actively involved in individual or group activities for a greater proportion of time in lessons.
- Improve leadership and management and increase the proportion of outstanding teaching by making sure that responsibility for managing the performance of all staff and improving teaching and learning is shared more widely.

Inspection judgements

The achievement of pupils is good

- Children arrive in the Reception class with skills at much lower levels than would be expected for their age, particularly in communication and literacy and in social and emotional development. They make good, and in some cases exceptional, progress learning letters and sounds. As a result, some are beginning to write and read. They gain in confidence and learn to work well in pairs and groups so preparing them very well for Year 1 which they enter with the skills that would be expected for their age.
- Pupils make good progress throughout Key Stage 1. Those known to be eligible for free school meals make particularly good progress, performing above the national average for this group especially in writing and mathematics. There is a small gap equivalent to one term between them and their peers at the school.
- Pupils make good progress with reading. Pupils in Year 1 are competent with letter sounds and know how consonants and vowels combine in different ways to make different sounds. This enables them to become confident readers and they can also explain the characteristics of non-fiction books. They achieved much better than pupils other schools nationally in the Year 1 phonics screening check in 2012.
- Pupils in Year 2 continue to develop reading skills well and begin to explain what they are reading, for example, explaining how a character felt from the description of their behaviour in the story. In their writing they learn to write and punctuate competently, for example in writing an imaginary conversation between two characters. They use number skills well when investigating mathematical problems.
- Achievement is not outstanding because occasionally the pace of learning slows, particularly at the beginnings of lessons when pupils spend too long as a whole group.
- Disabled pupils and those with special educational needs make good progress from their starting points in all areas of learning and development. This is because their work is well tailored to their needs and there are individual examples of very rapid progress particularly in communication skills. Children in the Early Learning Group make good progress with specific speech and language targets that are set by the speech and language therapist so improving their communication skills. They also make good progress in their personal and social development.

The quality of teaching is good

- Teachers plan activities that are well matched to pupils' abilities and provide challenge for all groups. Pupils have written reminders in their books of what they need to do and how they will know when they have achieved it. Pupils use these well to check their own work and how well they are doing. They know the targets they are working towards and share these with their parents and carers.
- Teachers plan activities that pupils are really interested in, for example, in Years 1 and 2, pupils were using stories to discover similarities and differences and use ideas to extend their own writing. Each class starts with 'morning jobs' at 8.45am so that everyone begins the day with a learning activity and parents and carers have an opportunity to see what the children are doing and talk to members of staff.
- Adults use questioning well, enabling pupils to explain what they are doing and address any misconceptions quickly. This is particularly effective when pupils are working in small groups to solve a mathematical problem or investigate the truth of a statement, for example: 'Adding two odd numbers always makes an even number.'
- Teachers and teaching assistants work well together in teams, particularly to discuss how well pupils are progressing with their understanding so that activities can be planned that continue to provide challenge for all groups of pupils. 'It's medium tricky' was how one pupil described this,

not too easy but not so hard it cannot be achieved.

- Occasionally pupils do not have enough time in lessons to be actively involved in individual or small-group learning activities because too much time is spent as a whole-class group and this slows the progress they make.
- The teacher and all staff in the Early Years group work very effectively together with the speech and language therapist to make sure that all the activities during the session are planned for individual children so that they make good progress in saying sounds and learning to take turns and relate well to other children. The targets and progress children make are reported to the other Early Years settings that they attend and to parents and carers so that everyone can work together to promote the children's progress.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They are motivated and involved in their work, although occasionally they become less focused when they spend too much time as a whole class group. They report that any misbehaviour is dealt with well by adults. They are kind and helpful to each other and understand that everyone is different but all are treated fairly and equally. They learn about other countries, for example, Africa from visitors and Poland from parents and carers of children at the school.
- Pupils feel safe at school. They know that they can talk to adults at any time and that there are rules in the playground that keep them safe, for example, 'You can't go past the red line!' They know how to use equipment safely, for example, bats and balls in the playground.
- The school council has consulted everyone and devised the rules for the 'tyre park' and these are understood well by all the pupils. Year 2 pupils are proud of their roles as playground buddies, enjoy helping the younger children and are keen to be seen doing a 'good job'. Classes have made decisions about which resources to purchase for their rooms. These decision-making processes give pupils an understanding about living in modern democratic Britain.
- Attendance has shown steady increase since the previous inspection and is now broadly average for an infant school. The school works well with families to maintain this.
- There are no recorded incidents of bullying. Behaviour incident records show that the majority are minor name calling and misunderstandings. There are a few well-founded causes for concern of staff recently and these have been dealt with appropriately.

The leadership and management are good

- There is clear ambition and focus to school improvement planning so that every pupil achieves as well as they can. All staff are involved in reviewing the development plan and working out how effective actions have been to maintain pupils' good progress. Work in all subjects is planned well and links to stories so that pupils are excited and interested to learn and have frequent opportunities to practise their reading, writing and mathematical skills.
- Pupil premium funding is used well for all eligible pupils. As they are such a large proportion of the school it is used to increase staffing within the classroom enabling well-planned, targeted support to take place each day in lessons and this has been very effective in closing the gap. The headteacher works well with teachers to regularly review pupils' progress and make sure that all groups are reaching the challenging targets.
- The performance of teachers in the classroom is managed well. The headteacher clearly identifies points that will improve the learning of the pupils in lessons. There is no underperformance and teachers and support staff are well trained and experienced for their roles and this is checked regularly by the headteacher. However, this responsibility is not currently shared and recorded systematically, reducing the effectiveness of this process.
- The local authority has provided support to the headteacher on request for managing changes in

staffing in this previously outstanding school.

- Parents and carers speak very highly of the school. The school has an excellent relationship with them including those who find talking to staff at the school more difficult. They say that behaviour is good and that their children do really well at the school making 'progress every term'. 'Every single member of staff is fantastic' and 'My child is always excited to go to school' are typical comments.

■ **The governance of the school:**

- Governors organise themselves well and carry out their statutory duties for safeguarding. They have ensured that the school is financially stable and that the performance of the headteacher is well managed. They know about the quality of teaching and the management of the performance of teachers and make sure that teachers are rewarded according to their performance in the classroom. They know the progress the pupils are making with their work and how this compares for each cohort with all schools nationally. They are committed and ambitious to make sure that pupils do as well as they possibly can because they 'deserve the best possible start'. They have made sure that pupil premium is spent on extra support in the classroom and for specific groups for reading and, as a result, pupils known to be eligible for free school meals are doing better at this school than in all schools nationally.
-

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

Unique reference number	116133
Local authority	Southampton
Inspection number	412883

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	John Martin
Headteacher	Fiona Mackle
Date of previous school inspection	6 November 2008
Telephone number	02380 390399
Fax number	02380 390400
Email address	info@westonshore.co.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

