

# Liss Infant School

Hillbrow Road, Liss, Hampshire, GU33 7LQ

**Inspection dates** 18–19 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils' achievement is on an upward trend with pupils making good progress, particularly in reading.
- Pupils achieve well because of consistently good teaching in Reception and Key Stage 1.
- Pupils work well, both collaboratively and independently, in lessons throughout the school.
- The school is a happy and welcoming community. Pupils behave well and feel safe. Pupils of all ages are respectful of the school's values. Their spiritual, moral, social and cultural development is good.
- Pupils who are most in need are supported well within class and also in a nurture group which meets their needs.
- Pupils have a voice in the school. They have helped maintain and develop the school environment.
- The senior leadership team checks on pupils' learning, highlights any underachievement and provides support for those in most need.
- Leaders, managers and governors are focused effectively on raising standards, improving the quality of teaching and improving the school further.

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

- Marking does not always help pupils improve their work, particularly in mathematics. Sometimes pupils do not have an opportunity to respond to teachers' feedback.
- In a few lessons pupils are not aware of what they have to improve to achieve their targets.
- Middle leaders have not yet developed their role well enough in order to have an even stronger impact on the achievement and personal development of all pupils.
- Information and communication technology (ICT) is not always used effectively to enhance teaching and learning.

## Information about this inspection

- Inspectors observed 16 lessons, of which eight were jointly observed with the headteacher and another senior leader.
- Inspectors considered a range of evidence, including: the school’s development plan and self-evaluation, monitoring reports, policies on child protection and special educational needs, case studies, attendance records, minutes of governing body meetings, safeguarding information, classroom displays and records relating to behaviour, safety and attendance.
- Meetings were held with a group of pupils, parents and carers, the senior leadership team, subject leaders, the Early Years Foundation Stage leader, the Chair of the Governing Body and vice-chair, and a representative of the local authority.
- Inspectors attended an assembly and observed break times and lunchtime.
- Inspectors took into account 46 responses to Parent View, the online questionnaire. Inspectors took account the views of staff in 15 questionnaires.
- Inspectors looked at the school website.
- Inspectors analysed information on pupils’ achievement across the school over the past three years and the school’s own progress data.
- Inspectors looked at samples of work in pupils’ books, listened to a number of pupils read in Years 1 and 2 and observed the teaching of phonics.

## Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Anthony Green

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- Children join the Early Years Foundation Stage full time in Reception class.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils' eligible for free school meals and children from service families, is well below average.
- The proportion of pupils who speak English as an additional language is well below average.
- The majority of pupils are from White British backgrounds with a very small number of pupils coming from a range of different ethnic backgrounds.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of those who are supported through school action plus and those with a statement of special educational needs is above average.
- Nearly all pupils move up to the junior school on the same site after at the end of Year 2.
- There is no alternative or off-site provision.

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

- Improve the quality of teaching from good to outstanding by:
  - making sure pupils know their targets
  - ensuring marking helps pupils improve in their learning, particularly in mathematics, with opportunities for pupils to respond to teachers' marking and correct their work
  - making better use of ICT to support pupils' learning in lessons.
  
- Develop the role of leaders at all levels by:
  - making sure middle leaders make better checks in their areas of responsibility so that all groups of pupils make better progress.
  - ensuring senior leaders having a sharper focus on how well groups of pupils perform over time.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with skills and knowledge that are as expected for their age except in language and numeracy but, because teaching is consistently good, they make good progress, particularly in writing and reading.
- In 2011, standards at the end of Year 2 were broadly average, which represented a dip in attainment on the previous year. However, this has been addressed successfully and in 2012 there was an improvement with pupils making better progress, particularly the more able, in reading and mathematics. Current school data for Years 1 and 2 show that there is an upward trend in pupils' performance and pupils are reaching levels that are well above national expectations in mathematics and writing and significantly above in reading, showing that pupils are now making good progress.
- In 2012, the phonics screening check for pupils in Year 1 showed some gaps in pupils' skills. A systematic approach to phonics from Reception onwards has now addressed this issue and current Year 1 pupils are likely to make better progress.
- Improvements in teaching and learning and a strong focus on the more able in literacy and numeracy have resulted in this group attaining well above expected levels in mathematics, writing and reading.
- Reading is given a high priority. Pupils read widely and often. They are well supported by parents and carers at home and have individual reading records. Pupils from Year 1 and Year 2 read with confidence to the inspectors, using their knowledge of letters and sounds well and were very keen to discuss their chosen books whether fiction or non-fiction.
- Learning support assistants provide effective support for disabled pupils and those who have special educational needs. They are well trained in specific areas of need such as dyslexia and autism. Outside agencies, such as speech therapists, help pupils who have very specific learning needs. As a result, these pupils make good progress. A nurture group, small-group work and one-to-one teaching make sure the gap between their achievement and national expectations has closed.
- Although few in number, pupils who speak English as an additional language and the very small number of pupils from different ethnic backgrounds usually make as good progress as their peers.
- Overall, the gap in attainment between the pupils who are entitled to the pupil premium funding and their classmates has narrowed. There are some pupils with complex needs who have made good progress in English and mathematics with some making rapid progress.

### The quality of teaching is good

- Children get off to a good start in Reception. Teachers plan exciting and engaging tasks which meet their needs. Children are engaged in their own learning with good support from adults. Younger pupils can recall previous learning about butterflies, using specific language such as 'pupa' and 'chrysalis', showing they are making good progress in the development of specific vocabulary.
- Classrooms are bright and welcoming with displays that support topic work as well as what pupils have achieved in their writing, art, and mathematics.
- In most lessons, pupils were always engaged in their learning, supported by probing, open-ended questions to develop their thinking. There is a calm and purposeful learning environment with pupils independently assessing their own work or the work of others. Teachers have good subject knowledge which they impart when supporting pupils in their learning. For example, in a Year 1 writing lesson the teacher helped pupils think of different connectives so their work was not repetitive. She encouraged them to use their independent research skills and allowed them

to use a dictionary or thesaurus to improve their postcard's descriptive language.

- In a few lessons, teachers missed opportunities to use ICT to enhance learning and there were too few opportunities for pupils to be actively engaged. There were also too few opportunities for pupils to check their own work or the work of their peers.
- Where marking was effective pupils were clear why they had their work marked, which was to help them 'get better' in their learning. Although pupils are given targets to support their next steps in their learning, marking on occasions does not support them, particularly in mathematics. Pupils are not always aware of what exactly they have to do to meet their targets and are sometimes not given enough time to respond to comments made by the teacher. Consequently, opportunities for pupils to improve their work are sometimes missed.
- Homework is set regularly and is used well to support the topics they are learning and to strengthen links with parents and carers. The majority of parents and carers who responded to the online questionnaire said they believed their child was taught well.

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

- In Reception, children are delighted to share equipment and help each other learn. For example, some boys were testing how far water could squirt from a syringe, with one child supporting another by helping him refill his syringe. Even in the few weaker lessons, pupils stay engaged in their learning, working independently, in pairs and groups.
- Pupils are polite and welcoming both in class and around the school. There are good relationships between the staff and the pupils. There is a stimulating outside area which is used appropriately at break and lunchtimes, and pupils happily play together sharing the equipment which is readily available to them and are supervised effectively by the staff on duty.
- Pupils believe that the adults in school keep them safe and care for them well. There are opportunities to learn about various types of safety such as internet safety, fire and road safety. Every morning before lessons, the whole school goes through a physical activity routine called 'wake and shake'. Pupils mentioned it was to get their brains 'ready to learn'.
- Pupils understand what bullying means and the types of bullying that may occur. However, pupils were adamant that bullying did not take place at school. School records show that this is the case. Each class has a behaviour book which is monitored by senior leaders and teachers to tackle any incidents that may occur. Discrimination of any kind is not accepted.
- Pupils' social, moral spiritual and cultural is developed well. Pupils are proud of their school. They enjoy receiving rewards such as stickers for their hard work. Pupils take on responsibilities from Reception to Year 2 such as tidying equipment away, handing out books and taking the register to the office. Pupils have a voice in the school through the school council which is democratically elected by the pupils. An 'eco council' monitors the use of electricity through a 'switch off fortnight' in school as well as food waste through an initiative called 'waste free lunch'.
- Attendance is average and pupils arrive at school and lessons punctually each day.
- While there were a few concerns from parents and carers about behaviour, during the inspection, inspectors found that any issues with vulnerable children who had challenging behaviour were dealt with effectively by staff and did not affect the learning of other pupils.

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

- The headteacher has been determined to secure better teaching and raise standards. Through lesson observations and robust performance management, teaching has improved with each teacher having development points to make sure that the pupils in their care make better

progress. The 'leading learning partner' from the local authority has an in-depth understanding of the school. She provides good support to strengthen leadership and the quality of teaching.

- All staff at the school are committed to the improvement of their practice. They are supported by regular professional development through the local authority, by working with other local schools and by training within the school undertaken by senior leaders.
  - Pupils' progress is tracked rigorously by senior leaders although not enough attention is given to how well various groups do over time. Meetings to measure pupils' progress are effective in ensuring teachers know how well their pupils are learning. As a result, actions are swiftly taken to help those falling behind so all pupils have the same chances and an equal opportunity to improve. However, middle leaders have not yet developed their role in making checks well enough in their areas of responsibility to make an even greater impact on pupils' achievement and personal development.
  - The curriculum is broad and balanced. Subjects taught are enhanced by school trips, such as visits to a sea-life centre, a Titanic exhibition and visitors to the school. Assemblies are reflective, spiritual in nature and supportive of learning. Cross-curricular learning takes place where topics are taught through initiatives such as the Unicef Right Respecting Schools programme. Pupils learn about the difference between 'their needs and their wants', saving water and how to make a bag garden.
  - There is a parents' association which not only raises funds for the school but is actively involved in helping pupils' learning during the school day and organises activities which further enhance the curriculum.
  - **The governance of the school:**
    - The governing body provides leadership and challenge and supports the school well. Some members have experience in the field of education and governors understand the school's performance data in relation to other schools and the strengths and areas for development in teaching. They visit the school as well as attending meetings to find things out for themselves. Governors are involved in setting the school's strategic direction. They recognise the improvements made since the last inspection and are informed about key issues. They have attended relevant training from senior leaders and have an accurate view of the school's performance. Governors are aware of which groups are performing well and specific governors have a good understanding of their financial responsibilities, overseeing the allocation of the pupil premium, the budget and salaries, which are related to the quality of teaching. They hold the headteacher to account for the performance of her staff. With the support of a consultant they lead the headteacher's performance management and give her robust targets, including for pupils' performance. The school meets the statutory requirements for safeguarding.
-

## 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>	116021
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	412598

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>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joseph Durning
<b>Headteacher</b>	Teresa Offer
<b>Date of previous school inspection</b>	26–27 January 2010
<b>Telephone number</b>	01730 892666
<b>Fax number</b>	01730 894141
<b>Email address</b>	office@lissinfant.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

