

Fawley Infant School

School Road, Fawley, Hampshire, SO45 1EA

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Fawley is a rapidly improving school. Carefully planned changes across the federation have improved the overall quality of teaching and learning.
- As a result, pupils' progress has significantly improved. The vast majority of pupils are now making good progress.
- Achievement is good. In this year's end of Key Stage 1 national assessments, many pupils reached broadly average standards in reading, writing and mathematics from well below average starting points.
- Those pupils who are most disadvantaged, many of whom join the school at other than the usual times, make good progress.
- Most pupils behave well, feel safe in school and learn to be confident that adults will deal quickly with any incidents that may arise.
- The good curriculum effectively promotes pupils' spiritual, moral, social and cultural development by offering a range of well-planned experiences.
- The executive headteacher gives a strong direction to the work of the school and federation. Together with the head of school, she is working to lift the quality of teaching to outstanding by sharing skills of their colleagues to the best possible effect.
- Governors are very knowledgeable about the school's work. They visit regularly and monitor all aspects of its work closely. They provide effective support and hold leaders to account robustly for pupils' achievements, especially for pupils whose circumstances make them vulnerable.

It is not yet an outstanding school because

- Pupils' achievement is not outstanding, because there is not yet sufficient outstanding teaching.
- Pupils' progress in lessons slows occasionally when teachers fail to take the opportunities that have arisen through the good planning.
- Teachers do not always give pupils clear feedback on written work, and what they need to do next to improve it.

Information about this inspection

- The inspector observed nine lessons, most were joint observations with the headteacher or head of school.
- In addition, the inspector made a number of other shorter visits to lessons and attended two assemblies. He heard some pupils in Year 2 read.
- Discussions were held with members of the governing body, staff, groups of pupils and a local authority representative.
- The inspector observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan.
- He met with a number of parents, took account of the 11 responses to the on-line parent questionnaire (Parent View) in making his judgements and 14 questionnaires returned by members of staff.
- Fawley Infant School is part of a federation with Blackfield Primary School. Blackfields Primary was not inspected at the same time as Fawley.

Inspection team

David Marshall, Lead inspector

Additional inspector

Full report

Information about this school

- The school is smaller than the average infant school.
- The majority of the pupils are White British. The remaining pupils come from a number of different minority ethnic backgrounds.
- The proportion of pupils speaking English as an additional language is around the national average, but few are currently at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportions identified for additional support through school action plus or with a statement of special educational needs are also around the national average. Most of these pupils have moderate learning difficulties.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is well above average. Around half the pupils in the school are eligible for free school meals, and a third are from families in the armed forces.

What does the school need to do to improve further?

- Improve the quality of teaching further so that all lessons are as good as the best by:
 - sharing the best practice in the school so that all opportunities that arise are taken and the pace of improvement is accelerated even further
 - ensuring that when marking their books, pupils are told clearly how they can improve their work and then time is given to them to talk about this and put the advice into practice.

Inspection judgements

The achievement of pupils

is good

- Children join the school with skills and abilities which vary considerably but are generally well below those expected for their age. Children in the Reception class develop good social skills. They settle in quickly, and work and play happily and confidently together. They gain a good grasp of early reading skills because of the highly effective teaching they receive. As a result, they quickly develop a love of books and reading.
- Pupils' workbooks and the detailed records of progress in school show that pupils in each age group make good progress over time and achieve well, especially in writing.
- Results in national tests in English and mathematics in 2012 showed broadly average attainment. For current Year 2 pupils, the school's own soundly-based predictions and teacher assessments indicate that results are considerably higher in 2013.
- Standards in reading throughout the school are broadly average, and pupils talk enthusiastically about the books they have read. Although results were below average in the recent phonics screening check for Year 1 pupils, the school has reorganised the teaching of letters and sounds and pupils are now making good progress.
- In mathematics, pupils gain a good understanding of early techniques, and apply them successfully to solving problems. The good curriculum gives pupils many opportunities to practise and extend their mathematics skills in real-life tasks.
- Disabled pupils and those with special educational needs make good, and sometimes excellent, progress. Small classes mean that teachers, ably supported by well-trained teaching assistants, can work individually with pupils, and quickly adapt tasks to meet individual needs.
- The school spends additional pupil premium money to very good effect on additional teaching support for the pupils who qualify for it. The attainment of the larger than average numbers involved compares very favourably with others in the school and pupils nationally. School records and pupils' books show that progress for this group, and in particular those eligible for free school meals, is at least good, and that these pupils catch up with others well. They work together well in group and individual tasks, confirming their good social development.
- Almost all the parents who responded to the Parent View and to the school's own survey strongly agreed that their children make good progress.

The quality of teaching

is good

- Children in Reception, as many parents affirmed, are taught well and thoroughly enjoy their learning. Indoors and outdoors, the well-planned environment draws an enthusiastic response from children. Teachers and support staff work together extremely well to help children make the best possible start.
- The assembly held during the inspection for the Reception class children and their parents showed very clearly the excellent planning and care for the development of skills across all disciplines that are now in place in the Reception class. It was very rewarding for all involved when the elusive 'Boggle' was finally found!
- Across the school, lessons generally move at brisk pace. Teachers use their detailed knowledge of where pupils are in their learning to set tasks which challenge all ability groups well. Teachers encourage pupils to share their ideas to help them to learn.
- However, there are occasions when lessons fail to extend previous learning. Opportunities that arise to use pupils' responses are sometimes not taken as teachers try to cover too much in lessons, and this confuses some pupils as they need to move forward in smaller steps.
- Teachers regularly assess pupils' progress and use the information they gain to plan suitable lesson activities. They mark and correct pupils' work thoroughly, and give them comments which enable them to know their targets and how well they are doing. Occasionally, however, teachers' written feedback does not fully explain to pupils exactly what they have done well, and what

they need to do to improve their work.

- Pupils say they enjoy their lessons. Parents confirm this, and almost all of those who responded to the surveys and spoke to the inspector agreed that teaching is good.
- Teaching assistants are extremely well briefed and provide invaluable support. In addition to working with individual pupils, they often take the lead in teaching small groups. For example, the school's success in promoting pupils' love of reading owes much to the skills and expertise of support staff.

The behaviour and safety of pupils are good

- Most parents agree that their children feel safe in school, that the school ensures that pupils are well behaved, and that it deals effectively bullying. Pupils' comments, as well as school records and the inspector's own observations, confirm that their confidence is well placed.
- Pupils say they feel very safe and are not worried about bullying because it very rarely happens, but, when it does, teachers deal with it very effectively. Pupils know about the different forms bullying can take.
- Pupils behave very sensibly around the school and in lessons. Year 2 pupils showed how keen they are to learn, related well to their teacher and listened attentively to each other's contributions in class.
- The school has succeeded in considerably improving the behaviour of the small number of pupils for whom it had been a cause for concern. Very occasionally, pupils lose interest in lessons and their work rate and concentration drop because teachers have not taken the opportunities that arise to focus on where the pupils need to go next.
- Pupils' attendance has been a real problem for the school in the past. The procedures now in place, and the rigour with which they are applied, have succeeded in raising the attendance levels well. The overall attendance of pupils is now in line with the national average from a low figure in the recent past.

The leadership and management are good

- The executive headteacher, head of school and members of the governing body are all strongly committed to improving the quality of teaching and pupils' achievement. They are not complacent about the progress the school has made. Self-evaluation is accurate and improvement plans include realistic, but challenging, targets for further improvement.
- The executive headteacher and head of school have ensured that staff have developed the skills they need to improve pupils' achievement. They regularly and carefully check the quality of teaching, give staff robust but supportive feedback about their performance, and enable them to attend relevant courses.
- Teachers have personal targets which are closely linked to the school's development priorities. Any pay increases or promotions are explicitly related to their achieving these objectives.
- Teachers have improved their practice by sharing and developing successful approaches and techniques with staff across the federation. This has had a positive impact on pupils' achievement. As one teacher observed, 'We don't feel we are in a small school anymore because there is always somebody to share our concerns and successes with.' The leaders have acknowledged that this impetus could be further used to monitor and share the best practice in the school.
- The curriculum is very well planned and adapted to meet the needs and interests of pupils of different ages and abilities, including disabled pupils and those with special educational needs. Pupils' interest is sparked by a range of topics, including one based on Time Lords, in which pupils develop their writing and history skills by examining their own Tardis. The curriculum also promotes pupils' spiritual, moral, social and cultural development very effectively, for example by

enabling them to learn about different faiths, ways of life and global issues. The school provides a good range of visits, special events and after-school clubs, which parents greatly appreciate.

- Leaders use pupil premium money well to ensure that no pupil is prevented by financial reasons from taking part in after-school or enrichment activities. This, together with the good achievement of all groups within the school, demonstrates its success in promoting equality of opportunity and tackling any form of discrimination.
- The local authority has supported the school well in improving teaching. It now rightly recognises that it can safely reduce the amount of support it gives to that of a light touch.
- Arrangements for safeguarding children, including vetting new staff appointments, meet requirements.
- Parents and carers, including almost all those who responded to the Parent View and the school's own surveys, express high levels of satisfaction with the school's performance.
- **The governance of the school:**
 - The joint governing body is fully involved in all school processes, checking decisions and requesting explanations where necessary. It holds the school to account in a challenging, but supportive, manner by asking probing questions when presented with documents and reports, including those related to the quality of teaching. Governors visit regularly to scrutinise the school's work and regularly analyse the performance of pupils, especially those with additional support through the pupil premium. They ensure that pupil premium funding is spent appropriately on additional one-to-one support or additional resources. Their involvement in, and understanding of, the requirements for improvement for each member of staff through their performance management targets underpins the school's strong capacity for further improvement. This includes ensuring that there is a clear link between how well pupils achieve and how well staff are paid. The governing body also has a firm grasp of the school's finances and ensures that all safeguarding requirements are met.

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	115894
Local authority	Hampshire
Inspection number	412628

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	83
Appropriate authority	The governing body
Chair	Philip Conway
Executive Headteacher	Claire Lowe
Date of previous school inspection	5 February 2010
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