

Padnell Infant School

Padnell Avenue, Cowplain, Waterlooville, Hampshire, PO8 8DS

Inspection dates 11–12 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.

- Pupils make good progress throughout the school. From starting points below those expected for their age on entry to Reception, pupils reach average standards by the end of Year 2.
- Teaching is consistently good and there is some that is outstanding. Teachers have good subject knowledge and are enthusiastic. They make learning clear for pupils. Relationships between pupils and staff are strong.
- Teachers and teaching assistants work well together and the support for individuals and small groups in lessons is effective.
- Behaviour is good in lessons, in assemblies and around the school. Pupils are polite and courteous. Pupils say behaviour is good and that they feel safe in school. The vast majority of parents and carers also say that behaviour is good and their child feels safe in school.
- The headteacher, well supported by governors, has ensured that standards of teaching and achievement have been maintained at a good standard since the previous inspection.
- Members of the governing body have a good understanding of the school and visit regularly so they can see for themselves the difference that is being made. This has helped them ask questions of senior leaders and to ensure improvements in the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching, sometimes expectations are not high enough and teachers do not check that progress is rapid for all pupils throughout lessons. There are not enough opportunities for pupils to share their work and to act on guidance from teachers on how to improve.
- Middle leaders do not yet play a significant role in leading improvements in the school.

Information about this inspection

- The inspection team observed 12 lessons or part-lessons, listened to pupils read, examined pupils' books and attended an assembly. Three observations of lessons were carried out jointly with the headteacher.
- Meetings were held with the Chair of the Governing Body and another governor, staff, pupils and a local authority representative.
- Inspectors examined the 70 responses to the online Parent View survey. They spoke to parents and carers as they brought their children to school and met with two parents. Inspectors also scrutinised letters and emails sent to the inspection team.
- Inspectors scrutinised the returns from 19 staff questionnaires.
- The inspection team observed the school's work, studied records of pupils' progress, documents relating to the management of the performance of staff, and those written by leaders to evaluate the school's work and plan for the future, as well as behaviour and safeguarding records.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Anthony Bryne

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives pupil premium funding (additional government funding for pupils known to be eligible for free school meals, pupils cared for by the local authority and those from service families) is below average. There are no pupils cared for by the local authority in the school.
- There are currently eight classes: three Reception classes; two Year 1 classes; two Year 2 classes; and a mixed-age Year 1 and 2 class. Pupils are taught in mixed-age ability groups across the school for reading and writing.
- There have been significant staff changes since the previous inspection. The school does not currently have a deputy headteacher; one has been appointed to start in September 2013. A new Chair of the Governing Body commenced in April 2013.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by ensuring that:
 - there are high expectations for all pupils, and teachers regularly check in lessons to make sure that all make equally rapid progress
 - there are more opportunities for pupils to learn from each other's work
 - pupils have regular opportunities to respond to teachers' guidance on how to improve their work.
- Develop the skills of middle leaders to take a more significant role in leading on school development priorities.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills and knowledge below those expected for their age. Planning in Reception has improved and is effectively focused on children's individual needs and interests. In 2012, children left the Reception Year with standards just below average, which represents good progress from their low starting points. The majority of children have reached the expected standard this year.
- Pupils make good progress in Key Stage 1. Standards were broadly average in 2012 in reading, writing and mathematics. This year, school data show standards have improved in all three areas with pupils making accelerated progress.
- A particular strength which supports pupils' learning in the school is the use of the outdoor learning area, Joey's field. Reception children shared their work in a parents' session where children were given the role of the expert to introduce parents and carers to what they had been learning outside. They had instructions to read and a range of activities to take part in, including counting activities and positioning shapes. Children were enthusiastic about sharing what they had learnt with their parents and carers.
- Following the disappointing results in the Year 1 phonics (letters and their sounds) screening check in 2012, the school introduced a new reading and writing programme with extensive training for all staff. There is now a consistent approach to teaching reading and writing across the school. Pupils are making accelerated progress and there is a marked improvement in results in the screening check this year with most pupils reaching the required standard. Pupils enjoy reading and say they read regularly. They read fluently with a good understanding of the meaning of the text.
- Disabled pupils and those with special educational needs receive effective help in lessons and in small groups, which helps them to make good progress. The school is successful in ensuring equality of opportunity for learning and for different groups of pupils making good progress.
- Pupils known to be eligible for support from the pupil premium receive extra help in lessons and in focused groups. A particular priority this year has been with the new reading and writing scheme to support these pupils in making faster progress in these basic skills. In the 2012 national tests, these pupils achieved a similar level to other pupils in reading, they were approximately one term behind in writing and half a term behind in mathematics. Progress for these pupils is good and, where gaps exist, they are narrowing.

The quality of teaching is good

- Teaching is consistently good and there is some that is outstanding. Reading, writing and mathematics are all taught consistently well. There are positive relationships between teachers and pupils in lessons, and pupils respond well to teachers' instructions, listening particularly attentively during whole-class sessions.
- Planning has improved and it has a clear focus on pupils' learning. Teachers are very enthusiastic and have clear presentation skills when they speak to the whole class. Pupils understand what they are learning in lessons because introductions to lessons are clear. Teachers also check on pupils' understanding skilfully using good questioning skills.
- There are effective working relationships with teachers and teaching assistants. Disabled pupils and those with special educational needs are well supported in lessons, particularly when working independently or in small groups. On some occasions, teaching assistants work with a group during whole-class introductions, which means that explanations can be more focused for the group.
- In some lessons, the pace of learning is particularly rapid; for example in a Year 1 literacy lesson on writing instructions. The pupils squeezed oranges into juice before writing their instructions

on this process. This meant pupils had a direct experience to draw on for their writing. Pupils were enthusiastic and used ambitious vocabulary for their writing.

- There are occasions when pupils do not work at such a rapid pace throughout lessons. Sometimes, this is because expectations are not high enough, particularly when pupils are working independently, about the amount of work pupils are expected to complete, or teachers do not check to make sure all groups make equally rapid progress throughout the lesson. There are also not enough opportunities for pupils to share and learn from each other's work.
- Marking is regular and there are next steps for pupils, although there are not regular opportunities for pupils to show they understand and respond to teachers' comments to help pupils make the most of these in improving their work.

The behaviour and safety of pupils are good

- Pupils behave well around the school, and at breaks and lunchtimes. They are polite to each other and to adults. At playtime, pupils play games, some read books and other pupils choose to write in their writing journals about their exciting time with the 'bug man'.
- Pupils say behaviour is good and that they feel safe in school. They say there is some occasional falling out but that bullying is not a problem. They are aware of what this is and that it is the wrong thing to do. They are confident that if they have a problem they can get help from trusted adults. School records confirm their views are correct. Although a few parents and carers mentioned individual concerns, the vast majority of parents and carers were positive about behaviour being well managed and their child feeling safe in school. Most staff are also positive about behaviour and the safety of pupils.
- Pupils behave well in a range of lessons, they follow teachers' instructions quickly and are supportive of each other. Behaviour is not outstanding, as occasionally, when pupils are working independently, some lose a little focus and their pace of learning slows.
- The school is effective in promoting positive relations and ensuring discrimination is not tolerated. Pupils are taught tolerance of contemporary society, including different family groups and types of families.
- Attendance has continued to improve and is broadly average. The school has worked effectively with families where attendance has been an issue, and there have been considerable improvements. Pupils are routinely punctual to school and to their lessons.

The leadership and management are good

- The strong and determined leadership of the headteacher, and her focus on improving pupils' achievement and the quality of teaching, has made sure that good standards of teaching and pupils' achievement have been maintained despite changes to teaching staff.
- Systems for the management of performance of staff are rigorous. Teaching is monitored regularly. In addition to regular observations, there are also shorter visits to lessons, books are scrutinised and there are regular meetings with teachers to discuss pupils' progress. Targets for teachers are linked to pupils' achievement, the national standards for teachers (national expectations for teachers) and areas of the school improvement plan. Where performance has dipped or when new teachers have joined the school, individual coaching has ensured teaching has improved.
- Improvement plans have appropriate priorities and these have been successful in driving developments, although most have been led by the headteacher and middle leaders do not yet have a full role in leading on priorities in the plan, including developing the quality of teaching in the school.

- The curriculum gives appropriate focus to the development of reading, writing and mathematics. Home learning is supported and pupils' interest in reading is stimulated. Outdoor learning is a strength across the school and there are strong links in planning to include opportunities to develop pupils' experiences outdoors.
 - Pupils' spiritual, moral, social and cultural awareness is well developed. Pupils are empowered to exercise their influence on things that matter, for example in the Joey's field deforestation topic and in improving a local park in partnership with the council. Pupils are provided with a range of experiences, such as the 'bug man', where pupils were awed and courageous in the snake and bug-handling session. Pupils were thrilled and interested, and full of talk of tarantulas and chameleons.
 - The local authority has provided effective support in working with the headteacher to ensure self-evaluation is accurate, including judgements on the quality of teaching. Training on the development of teaching and for the Early Years Foundation Stage has also been effective.
 - **The governance of the school:**
 - Governors know the school well and visit regularly. The Chair of the Governing Body has educational expertise and has supported other governors with training on what to look for when they visit the school and the types of questions they may ask staff. The Chair of the Governing Body of the local junior school has recently joined the governing body to support closer working between the two schools. Governors understand the published data and receive regular updates on pupils' progress, including for pupils who receive additional support from the pupil premium funding. They are aware of how this is spent and the difference this is making. They visit regularly to see for themselves new developments and talk to pupils, sit in lessons and look at books. Governors know about performance management and the quality of teaching in the school. They are aware of where underperformance has been tackled in the past and what support has been provided to ensure teaching is consistently good. Pay awards are linked to performance and the expectation that teachers teach well, and governors sign off recommendations. Governors ensure safeguarding meets statutory requirements.
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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	115965
Local authority	Hampshire
Inspection number	412541

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

Type of school	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	David Bailey
Headteacher	Michelle Petzer
Date of previous school inspection	9–10 July 2009
Telephone number	023 9226 3784
Fax number	023 9224 1613
Email address	michelle.petzer@padnell-inf.hants.sch.uk

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