

Penhale Infant and Nursery School and Sensory Impaired Resource

Penhale Road, Fratton, Portsmouth, PO1 5BG

Inspection dates 10–11 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.

- Attainment is average by the end of Year 2. Most pupils make good progress in reading, writing and mathematics, given their starting points. This is due to good, and occasionally outstanding, teaching.
- Children in the Nursery and Reception classes, including the children who benefit from the sensory impaired resource provision, achieve well due to effective provision that meets their individual needs well.
- Good teaching ensures that pupils learn well. Lessons are well organised with interesting activities and a good brisk pace that promotes effective learning.
- Strong, supportive relationships across the school ensure pupils feel very safe, behave well and enjoy all that is on offer.
- Well trained support staff make a good contribution to pupils' effective learning.
- Careful checks on pupils' progress enable the school to quickly identify pupils falling behind and put effective measures in place to ensure they catch up.
- Due to clear and determined leadership and management, well supported by governors, the headteacher and deputy headteacher are ensuring the school is improving well after a period of decline.

It is not yet an outstanding school because

- In mathematics, teachers make too much use of worksheets and do not give pupils enough opportunities to investigate or solve problems.
- Although there is some very good marking, it is not yet consistent in all subjects.
- Information and communication technology is not used consistently enough to support good learning.
- New approaches introduced by senior staff are not yet consistently implemented by all staff.

Information about this inspection

- The inspectors observed 25 lessons or part lessons, of which two were joint observations with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and three other governors, a local authority officer, the leadership team and other senior staff.
- Inspectors took account of the 16 responses to the on-line Parent View survey. One inspector also spoke to several parents and carers when they brought their children to school.
- They observed the school’s work and looked at a number of documents, including the school’s own information on pupils’ current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.
- The inspectors listened to pupils from Year 1 and Year 2 read.

Inspection team

Jant Sinclair, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Penhale is a larger-than-average-sized primary school.
- The proportion of pupils from minority ethnic groups is average. Some of these pupils are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational need is also average.
- The number of pupils eligible for additional funding through the pupil premium (additional funding for pupils in local authority care, from armed forces families, or those known to be eligible for free school meals) is well above average. Two children, both of whom are in the Nursery, benefit from the sensory impaired resource, a needs based allocated resource.
- The school has a 50-place Nursery and children attend either in the morning or the afternoon. A high proportion of the children who attend the Nursery move into the Reception classes in the school.
- The school has experienced several staffing changes since the previous inspection, including the appointment of a new headteacher in April 2012 and a new deputy headteacher in January 2013.

What does the school need to do to improve further?

- Improve the overall quality of teaching from good to outstanding by making sure that teachers:
 - provide more opportunities for investigating and problem solving in mathematics and make less use of worksheets as a tool for learning
 - make greater use of information and communication technology to support and extend pupils' learning
 - extend current good practice in marking to all subjects.
- Make sure that the school's new approaches to accelerating progress and improving the quality of teaching and learning are consistently implemented by all staff.

Inspection judgements

The achievement of pupils is good

- Attainment at end of Year 2 is in line with typical expectations in reading, writing and mathematics. Given pupils' starting points, their progress is good.
- Children start in the Nursery with skills and abilities that are generally well below those expected for their age and achieve well during their time in the Early Years Foundation Stage
- Children with sensory impairment are fully integrated into the Nursery and benefit from regular one-to-one support for their specific needs. As a result, they make good progress.
- Disabled pupils, those who have special educational needs, and those with English as an additional language have made good progress this year. This is because they get good support and effective help for their specific needs.
- Effective tracking and regular meetings to discuss pupils' progress enable the school to check quickly on pupils who are not doing well enough and put effective support in place to ensure they catch up. This helps to ensure that all pupils have an equal chance to succeed.
- There are an above average proportion of pupils supported through the pupil premium funding and they achieve well. The school makes good use of the funding to improve pupils' progress in English and mathematics and promote their self-esteem. In 2012, pupils funded through the pupil premium did better than average in the national tests and close to the school average. Current attainment and progress across the school are better than the national average for their group. Pupils eligible for free school meals are less than a term behind other pupils in English and mathematics.
- The school ensures pupils achieve well in reading due to well-planned, daily guided reading sessions that focus well on key skills, daily letters and sounds (phonic) work and careful assessments. Pupils who read to inspectors said they like reading because they get help and read lots of different books that they enjoy.
- The school has worked hard to improve pupils' writing skills so that they are now mainly good. This is due to regular opportunities for extended writing tasks that are used to set the next steps for pupils' learning and a strong focus on clear expectations for pupils' learning in lessons.
- Progress in mathematics is good overall, with a good emphasis on subject coverage and the development of pupils' mental mathematics skills. However, there is sometimes too much use of worksheets and not enough emphasis on pupils' investigating, for example to find patterns or solving practical problems related to real-life situations, and this slows their overall progress.

The quality of teaching is good

- Teaching is good and occasionally outstanding. This enables pupils to learn well.
- Teachers plan well-structured, interesting lessons, challenge pupils well through effective questioning and make good use of resources that engage pupils well in their learning.
- Outstanding teaching, as seen in the Nursery and Year 2, is characterised by high expectations, skilful questioning and very careful on-going assessment of pupils' learning. This ensures pupils' full engagement in their learning.
- Teachers make good use of words specific to subjects, such as 'simile' and 'alliteration' in English, and ensure that pupils understand and use the terms appropriately in their work.
- Pupils have good opportunities to develop their speaking and listening skills, for example when working as talk partners or when discussing their work in groups, as was seen in the Early Years classes and in a Year 2 lesson during the inspection.
- There is much evidence of effective marking, clear targets and setting next steps for pupils' learning. This was clearly seen in a Year 2 lesson where pupils carried out a detailed review of their work in response to the teacher's marking and discussed key areas for improvement. However, marking is not used consistently in all subjects, so pupils do not fully benefit from

teachers' guidance.

- Pupils' achievement in the national phonics screening assessment in Year 1 improved greatly this year as a result of improved teacher expertise, training for teaching assistants and effective phonics teaching across the school.
- Effective use of teaching assistants ensures they make a valuable contribution to pupils' learning, particularly disabled pupils and those who have special educational needs and those eligible for the pupil premium.
- Teachers do not yet make enough use of pupils' information and communication technology skills. When they do, as was seen in a Year 1 guided reading session, higher attaining pupils used their skills well and were fully challenged by the task. This very good practice is not yet widespread.
- Children in the Nursery and Reception classes, including the children with sensory impairment, make good progress due to effective provision that includes detailed planning, good use of assessment to set next steps, skilful questioning and good relationships that ensure children are confident, independent learners. They make particularly good use of the recently refurbished and extended outdoor area.

The behaviour and safety of pupils are good

- Pupils' behaviour is good, both in lessons and around the school. Pupils enjoy their lessons and get on really well together. They say that most pupils behave well, but there is some rough behaviour that is sorted out quickly by staff. Good relationships and effective behaviour management support pupils' behaviour well.
- Pupils are clear about what bullying is and find assemblies and circle time very helpful in giving them clear guidance. They say there are a few incidents of bullying, mainly name calling, and it is quickly sorted out by staff. There are no recorded incidents of bullying or racism.
- Pupils say that they feel very safe in school and know that there is always an adult they can go to if they have any concerns. They know teachers will sort things out if they put a note in the 'worry box'.
- Children with sensory impairment behave well and enjoy all that is on offer in the Nursery.
- Pupils have positive attitudes to school, concentrate well on their work and enjoy their learning. They enjoy being school councillors and are pleased with the picnic benches and sun umbrellas they have bought and all pupils enjoy using.
- Attendance is average and the school has worked hard, and successfully, to improve attendance from below average through very careful monitoring and rewards for good attendance.
- The school provides a safe environment for its pupils. Staff ensure pupils develop safety awareness through, for example, talks in assemblies, including talks on e-safety. Policies and procedures for behaviour and safeguarding are fully in place.
- All parents who responded to the on-line Parent View survey and those spoken to during the inspection, as well as school staff, agree that behaviour is good and the children are safe in school. Inspection evidence confirms these views are accurate.

The leadership and management are good

- The headteacher, well supported by the deputy headteacher and with the commitment of all staff, has ensured the school has improved well following a dip in the quality of teaching and pupils' rates of progress after the previous inspection. The school has fully addressed the key issues from the previous inspection that involved improving the outdoor area and the use of assessment. This shows that there is capacity for further improvement.
- Senior staff, subject and aspect leaders have all worked extremely hard and successfully to ensure good quality teaching that promotes effective learning in subjects for all pupils, including those children with sensory impairment.

- The headteacher has an accurate view of the school and has ensured that the key priorities are focused on the most important areas for improvement. Progress towards meeting the targets set is reviewed regularly by senior staff and governors to ensure that the school is on track.
- Strong, but supportive, monitoring of teaching and learning has ensured a good improvement in the quality of teaching across the school. Staff have visited outstanding schools, coaching is given where needed, and careful checks are made to ensure teaching improves.
- The process of setting individual and whole-school targets for all staff is fully in place. Targets are specific, closely linked to school improvement issues and reviewed regularly. This ensures a strong commitment by all staff to ensuring they are met.
- The school receives good support from the local authority officer, who knows the school well and has provided support and challenge to the school in equal measure.
- Although much has been put in place to bring about rapid improvement, new approaches introduced by leadership to improve teaching and learning are yet to be fully adopted and embedded across the school and this has limited the pace of improvement.
- The curriculum, which has been revised since the last inspection, provides good opportunities for pupils to develop their skills through interesting topics, excellent art work and a good focus on enhanced learning that gives pupils a chance to follow up on their interests and work independently. Good use of sports coaches enhances pupils' physical education.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are kind and caring, know right from wrong and enjoy all the opportunities they get to work together and support each other.
- Parents and carers are happy with the school and what it provides. Parents spoken to were very pleased with the recent improvements and how they had impacted positively on their children's learning. The school keeps them well informed through regular newsletters and detailed reports on their children's progress.
- **The governance of the school:**
 - Governors fulfil their statutory duties well. They have a good knowledge of the quality of teaching and learning because they are kept well informed by the headteacher and come in to school to follow up on key school improvement targets. They have a good idea of how well pupils are doing, due to regular updates from the headteacher and visits to classes to see for themselves. Governors carry out regular safety checks, including site safety, and ensure that appropriate safeguarding procedures are in place so that pupils and staff are kept safe. They carefully monitor the school's finances, including the pupil premium funding and how it is spent. They are about to carry out a review of its impact. Governors undertake regular training so that they develop their expertise and to ensure they are informed of local and national initiatives. They are involved in setting performance management targets for the headteacher. They also know that there is a similar process for staff, including procedures for dealing with any underperformance, and are keen to ensure that teachers' performance is linked securely to increases in salary.

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	116210
Local authority	Portsmouth
Inspection number	412662

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	263
Appropriate authority	The governing body
Chair	John Rust
Headteacher	Kate Keller
Date of previous school inspection	27 January 2009
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