

Marchwood Church of England Infant School

Twiggs Lane, Marchwood, Hampshire, SO40 4ZE

Inspection dates 9–10 October 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.

- Children make a good start in the Reception classes because teaching is consistently good and there are good opportunities for play and exploration.
- Good teaching throughout Years 1 and 2 means that pupils continue to make good progress as they move through the year groups.
- The strong leadership team is ambitious for the school and works well together to improve teaching and raise pupils' achievement.
- Provision and support for disabled pupils and those with special educational needs are a strength of the school's work as pupils who are given additional support make good progress in reading, writing and mathematics.
- Pupils' progress has improved and work seen during the inspection shows most pupils are now achieving in line with or above average standards.
- Pupils' behaviour is good in lessons and around the school. Pupils feel safe and cared for, a view supported overwhelmingly by parents and carers.
- Governors know the school well and offer good levels of support and challenge to the school's leaders so that the school continues to improve.

It is not yet an outstanding school because:

- Sometimes pupils do not get enough opportunities to get on with their work or respond to teachers' comments about how they can improve their work because teachers spend too long talking.
- The school has been too slow at checking how well groups of pupils are doing, particularly those eligible for the additional government funding. This has resulted in some pupils not making enough progress.

Information about this inspection

- The inspectors observed 17 lessons or parts of lessons, some of which were joint observations with the headteacher and the deputy headteacher.
- A wide range of documentary evidence was examined, including the school development plan, the school's self-evaluation, records and policies relating to safeguarding, information on pupils' progress and attainment, the school's reports on the quality of teaching, governing body minutes and reviews of the school's performance by the local authority.
- Inspectors held meetings with senior and middle leaders, groups of pupils, governors and a representative of the local authority.
- The work of pupils of a range of ages and abilities was sampled. Inspectors listened to pupils read and they observed the teaching of phonics (letters and the sounds they represent).
- Parents' and carers' views were gathered through informal discussions at the start of the school day, letters from parents and carers, the school's own surveys and 55 responses to the online Parent View questionnaire.
- The inspectors considered staff questionnaires that were returned.

Inspection team

Laura Dickson, Lead inspector

Additional Inspector

Anthony Green

Additional Inspector

Full report

Information about this school

- The school is average in size for an infant school.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and pupils from service families) is average. The school has a significant number of pupils from service families and a small number of looked-after children.
- The proportion of disabled pupils and those with special educational needs supported through school action is average.
- The school has a pre-school and a breakfast club and after-school club not run by the governing body and so not part of this inspection.

What does the school need to do to improve further?

- Improve the school's system for tracking pupils' progress so that leaders and teachers can access the information easily in order to check how well pupils are doing even more effectively and so accelerate progress.
- Move teaching from good to outstanding by:
 - making sure that all pupils are given opportunities to respond to teachers' comments to improve their work
 - ensuring pupils are actively involved throughout lessons and can quickly get on with their work.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and knowledge at slightly below the levels typical for their age, particularly in writing and number. Children make a good level of development in the Early Years Foundation Stage because teachers plan exciting activities that engage children for long periods of time, developing their independence.
- In Years 1 and 2, progress is sustained because of good teaching. By the end of Year 2, standards are above average in reading, writing and mathematics, except in 2012 when standards were disappointing, particularly in writing. Pupils who did not reach the expected standards last year in the Early Years Foundation Stage and Key Stage 1 now receive better support in Key Stage 1, therefore the school's performance in 2013 is improved and assessments this year indicate that results are on track to improve further.
- Standards in reading are high. Pupils make good use of phonics when reading and read widely. The results of the Year 1 national phonics screening check in 2013 were above the national average.
- While progress overall is good, the rate of progress for some pupils is slower. This is because the school does not always use the assessment information effectively enough to provide pupils with individual and group support.
- Disabled pupils and those with special educational needs make good progress because their progress is checked regularly and they receive appropriate support which helps them to make good progress. Pupils receiving mathematics support make even better progress because lessons are well matched to the pupils' ability and pupils know how to improve their work.
- There are a high number of pupils exceeding expected progress, particularly in reading. This is because the school, in partnership with parents and carers, ensures that pupils read often, with enjoyment and confidence. The few pupils who speak English as an additional language do better in reading than their peers.
- Pupils known to be eligible for the pupil premium are reaching higher standards than in previous years in reading, writing and mathematics. However, improved standards for all pupils means that the gap between these pupils and others has yet to narrow but the school has identified this as an area of focus. Pupils from services families in Year 2 are making better progress in reading and writing than their friends as the impact of their support has been more marked. The school has made very good use of the additional funding they receive by providing clubs and additional adults to give emotional as well as academic support to pupils whose circumstances may make them vulnerable. This shows the school's commitment to give equal opportunities for all pupils and ensure there is no discrimination.
- Work seen in lessons, books and displays around the school shows pupils are making sustained improvements in writing and mathematics, reflecting the school's focus on improving these areas.

The quality of teaching is good

- Teaching overtime is consistently good. Senior leaders regularly monitor teaching. In the Early Years Foundation Stage, children enjoy choosing activities for themselves as well as working with an adult. Impressively, even the youngest pupils are learning to join their handwriting.
- The school environment gives a positive climate for learning. It is well resourced and vibrant.
- Pupils' workbooks show that teachers have high expectations of them. Work is neatly presented.
- Although the standard of teaching is good, in a few classes the pace is slower and opportunities for active learning are limited because pupils sometimes spend long periods of time listening to teachers talk.

- The use of 'Brilliant Blue' and 'Growing Green' marking is consistently used by all classes. Pupils say that this helps them to understand what they are learning about. Not all teachers then give pupils opportunities to use these comments to improve their work.
- Teachers link subjects together well and give pupils the opportunity to practise their English and mathematic skills in a range of interesting ways. For example, in Year 2, pupils were learning about the importance of hand washing and developing scientific vocabulary such as 'bacteria', to improve their written instructions.
- Pupils are given weekly homework as well as a special project set by the headteacher in the weekly newsletter. This causes much excitement among the pupils each week.
- The teaching assistants are used effectively and give lots of praise and encouragement to pupils in their work. They use good questioning to extend pupils' thinking.
- The provision for pupils' spiritual, moral and cultural development is strong, as the curriculum provides pupils with good opportunities for local visits, interesting topics and thought-provoking collective worship to attend. The school's values of 'Love, Trust, Truth' are respected by pupils and staff.
- Teachers use the assessment information well to find out how well pupils are doing. Pupils are grouped by ability for mathematics and English and teachers plan well to ensure that activities match pupils' abilities and skills.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to school. Their behaviour in class and around the school is good. They are helpful and polite.
- Pupils say that they think behaviour is good and there is no bullying. Pupils say they feel safe in school and know who to go to if they need help. All parents and carers who responded to Parent View agreed with them.
- Relationships between pupils and adults are mutually respectful. Pupils learn about different cultures through curriculum days such as 'Bollywood Day'.
- Occasionally, some pupils can display immature behaviour and not listen to one another. This is usually managed well by the adults. The 'Star Club' provides emotional and behavioural support for pupils.
- Pupils enjoy responsibility and take their red cap roles very seriously, for example as trolley monitors who have the important job of taking the lunch trolley to the school hall.
- The school regularly seeks the views of parents and carers. Parents and carers spoken to were overwhelmingly supportive of the school. One parent or carer said, 'Our child has been provided with many opportunities to demonstrate and extend their knowledge. We are delighted to have been able to work so closely with the school.'
- The school has recorded few behaviour incidents and no exclusions.
- Attendance is in line with the national average for primary schools.
- Safeguarding meets statutory requirements.

The leadership and management are good

- The headteacher, ably supported by his deputy, has set about bringing the necessary improvements to the school's work. Since his appointment the leadership has become a strong unit with a clear vision for improving the school. Leaders have an accurate view of how the school is doing and communicate this well to the staff.
- Leaders responded promptly to the disappointing results of 2012 and the steps they took to improve writing and mathematics have been effective.

- The school development plan is well written and evaluated regularly. All staff play a role in contributing to this. There is no complacency.
- The school provides a number of opportunities for pupils to participate in sporting activities. It has further plans to use the school sports funding to work in partnership with other local schools to ensure all pupils take part in sporting activities.
- Robust systems for monitoring the quality of teaching provide staff with detailed feedback about how they can improve their practice. This also contributes to the review of teachers' performance. Targets set relate to pupils' progress, whole-school improvements as well as individual targets. Improvements in the quality of teaching have improved the achievement of pupils.
- A cycle of meetings with staff about how well pupils are doing now holds staff to account for pupils' performance. Consequently, gaps in attainment are beginning to close.
- The curriculum provides pupils with opportunities to go on school trips as well as to welcome visitors into the school. A recent visit took pupils to the military camp where they watched army personnel jump out of an aeroplane and parachute to the ground in front of them! Pupils' literacy and numeracy skills are practised across a range of subjects.
- Middle leaders are committed and determined to raising achievement. Although some are inexperienced they are being developed well by more experienced managers. The impact of their work is becoming evident. Recent partnerships with other schools and provisions has enhanced the work of the middle leaders by providing more continuity for the pupils and preparing them for their next stage of education.
- The local authority has provided a range of support and training which has helped bring improvements. The local authority endorses the school's progress information and will continue to provide some support in mathematics and writing.
- The school engages well with parents and carers, who are keen to support their children's education. The responses to Parent View and parents and carers spoken to were overwhelmingly positive.
- **The governance of the school:**
 - Governors have a good understanding of the strengths and weaknesses of the school. They are challenging and supportive. They bring considerable expertise.
 - The leadership team members all share a common vision and are ambitious for the school.
 - Governors have a clear view of the quality of teaching and the performance of pupils. They know how pupil premium funding is being spent and are analysing the impact of it to ensure it is used effectively to improve achievement for these pupils. They are also aware of the planned use of the sports funding and, with the staff, are checking it will benefit all pupils.
 - Governors monitor the system for managing the performance of staff. They are becoming more skilled at using school data. As a result they ask probing questions about pupils' progress and the quality of teaching.
 - The governing body has agreed a three-year recovery plan with the local authority to resolve current budget issues and is confident that this can be achieved.
 - Governors are appropriately trained. They ensure that safeguarding procedures meet all requirements.

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	116299
Local authority	Hampshire
Inspection number	426595
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Clare Mitchell
Headteacher	Stuart Calvert
Date of previous school inspection	22 September 2008
Telephone number	023 8086 8818
Fax number	023 8066 3723
Email address	adminoffice@marchwood-inf.hants.sch.uk

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