

Calmore Infant School

Calmore Drive, Calmore, Southampton, SO40 2ZZ

Inspection dates 11–12 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led by a highly effective headteacher, supported by a knowledgeable and committed leadership team and governing body.
- The school has a clear awareness of its strengths and areas for improvement. Good quality action plans help leaders to improve the school further.
- Pupils' behaviour is outstanding; they are polite towards each other and to adults. They are keen to come to school and do their best because they see adults around the school being enthusiastic about education and setting a good example with polite and friendly attitudes.
- Pupils feel safe and secure in school and there are good arrangements to keep them safe.
- Teaching is good. The teaching of reading is a strength of the school. Lessons on phonics (letters and the sounds they make) are well organised, and this good start is built on throughout the school, resulting in pupils leaving school with high levels of skill in reading.
- Pupils make good progress overall and they are well prepared to move on to junior school.
- Disabled pupils and those who have special educational needs make good progress from their different starting points. Their needs are quickly identified, and additional support is given.
- Disadvantaged pupils achieve well because of the school's good work in supporting their learning.
- Arrangements for children to start in the Reception class are very good. They settle quickly, and soon acquire the same purposeful attitude to school as the rest of the pupils.

It is not yet an outstanding school because

- Children in the Reception class do not make as much progress in mathematics, particularly in number work, as they do in other areas.
- Teachers do not always insist that the work in pupils' books is presented well and at times there is not enough work recorded in books. Marking does not always help pupils to improve their work.
- Occasionally, a few teachers do not have high enough expectations of the most able pupils in mathematics.

Information about this inspection

- The inspectors observed a wide range of activities over two days. This included 15 lessons or parts of lessons. Four of these were observed jointly with a senior leader.
- Inspectors listened to pupils read and looked at work in their books.
- Meetings took place with the headteacher and deputy headteacher, middle leaders, governors, parents, pupils and a representative from the local authority.
- The inspectors looked at a variety of documents, including the school's own information about pupil progress, policies, and documents relating to safeguarding.
- The inspectors took account of the views of parents by speaking to parents and scrutinising the 59 responses to the online Parent View questionnaire. They also analysed 19 questionnaires from staff members.

Inspection team

Janet Maul, Lead inspector

Additional inspector

Jacqueline Good

Additional inspector

Full report

Information about this school

- Calmore Infant School is smaller than the average-sized primary school. There are six classes, two Reception Classes and two each in Years 1 and 2.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. This is additional government funding provided for pupils eligible for free school meals and children in the care of the local authority.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- Most pupils are of White British heritage. The small numbers of pupils from minority ethnic backgrounds come from a wide variety of ethnic groups.
- A new headteacher has been appointed since the previous inspection, along with several new members of teaching staff.
- The site is shared with a privately run pre-school establishment which was not included as part of this inspection.

What does the school need to do to improve further?

- Improve the quality and quantity of work in children's books by:
 - developing a consistent approach to marking that provides pupils with clear guidance on the next steps they need to take
 - giving pupils more chances to record their learning
 - making sure that pupils understand the importance of presenting work as neatly as possible in their books.
- Improve achievement in mathematics by:
 - having a stronger focus on number work in the Reception class
 - making sure that the most able pupils are sufficiently challenged in lessons with work that makes them think hard.

Inspection judgements

The leadership and management are good

- The headteacher is a strong and effective leader. She has high expectations which she shares with the whole school community.
 - The school's views on the quality of its work are accurate. The headteacher, senior and middle leaders and the governing body have accurately identified the areas that require improvement and have started to implement plans to raise standards further.
 - Senior and middle leaders have a good understanding of the school's information, which they share with colleagues. They play a part in checking the quality of teaching and planning, and they deliver staff training in their areas of expertise. This helps to make sure that the quality of teaching and learning is consistently good and teachers and teaching assistants all have high expectations of the pupils' work and behaviour. School leaders have good opportunities for professional development.
 - The management of teachers' performance is conducted rigorously and used to set targets and inform teachers' training. There are secure links between teachers' performance and pay awards. Support staff are well trained and used effectively to help pupils achieve well. They are a considerable asset to the school.
 - The government primary sports funding is used effectively by the school to pay for the expertise of the local schools' partnership, to take part in competitive events with other schools, to pay for staff training and to employ a sports coach. The money is successfully targeted towards improving the fitness and enjoyment of sport for pupils. The school has case studies showing that sporting success, facilitated by the sports coach, has led to pupils' improved confidence and self-belief. More pupils are now participating in sports and the school has an excellent record of success in competitive events.
 - The school works well with local early years providers to facilitate a smooth, happy entry into school. They also have a productive relationship with the neighbouring junior school, which most pupils join when leaving Calmore Infant School. The infant and junior schools jointly moderate work and share information, making the transition between schools comfortable and seamless for pupils.
 - The school works hard to ensure a good relationship with parents and carers. There are many opportunities for parents to learn how to support their children, for example in the teaching of phonics. The parents of pupils who are having additional help are invited into school to be shown what the school is doing and how they can play their part by supporting at home.
 - The local authority only undertake one official monitoring visit each year for this good school. However, the school has found it beneficial to purchase additional termly visits to avail themselves of expert advice on some aspects.
 - The school plans thoroughly for pupils' spiritual, moral, cultural and social development and this is integrated throughout activities both in and out of the classroom. For example, the language of rights and responsibilities is embedded throughout the school, there is a close link with a school in Uganda and a wide range of cultural experiences is available to pupils. The school has recently subscribed to an internet service for schools where pupils can learn about the news in a child-appropriate way, in order to develop their understanding of the wider world.
 - Leaders ensure that staff are trained in identifying pupils at risk of harm and respond appropriately. The school meets all statutory safeguarding requirements.
- **The governance of the school:**
- The school's governors are enthusiastic and committed to its success. They know how well the school is performing compared to other schools, and are aware of the school's relative strengths and weaknesses. The governors work closely with the headteacher to plan how to improve the school and raise standards still further. Governors know about the standards and quality of teaching and are fully aware of their responsibilities regarding staff pay and the school's system for setting performance management targets. They manage the headteacher's performance effectively, and offer both support and challenge. For example, they assured themselves that the pupil premium was spent wisely to help disadvantaged pupils by requesting information and data to show that it is having a positive effect on the progress of these pupils. Finances are well managed. All governors attend training regularly and designated governors have had additional training for special educational needs, safeguarding and safer recruitment.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. They are exceptionally eager to learn, and very high levels of engagement were seen at all times during lessons and assemblies. This excellent climate for learning has a very positive impact on pupils' progress.
- Pupils are confident to 'have a go' without fear of failure and they receive praise for effort as well as for achievement. This is a key factor in developing their excellent attitudes to learning.
- Pupils enjoy taking responsibility, for example putting chairs away after assembly or being a 'playground buddy'. They told the inspector, 'We look out to see if anyone is sad and we help them.'
- Pupils are very proud of their school. The School Council, the pupils' Health and Safety Council and the 'Good To Be Me' team have their ideas listened to and acted on. For example, a suggestion from the Health and Safety Council resulted in changes to the way pupils line up after lunch, resulting in a calm start to afternoon lessons.
- Pupils are extremely polite and well mannered at lunchtime. Staff sat with pupils while they ate, and the dining hall was civilised and pleasant. Lunchtime staff set a good example of friendly behaviour, with a result that the pupils were also very polite and friendly.
- Pupils are aware of the different forms of bullying, but they think that such incidents are very rare and when they do take place they are handled appropriately. The school has good systems in place for recording and dealing with any behavioural, racist or bullying incidents. Pupils feel very safe and are confident that an adult will sort out any problems that may occur.
- The school's work to keep pupils safe and secure is outstanding. The school has highly effective systems in place to check that people who work with pupils are suitable to do so. All staff and governors are well trained in safeguarding procedures, and this training is updated regularly.
- Pupils are taught how to keep safe, for example e-safety is taught in a suitable way through an imaginary character.
- The site is safe and well maintained.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety.
- Attendance has improved since the previous inspection and is now higher than the national average. Parents understand the importance of attendance and the school has introduced a reward scheme. The children are in no doubt that it is 'cool to be in school'. Any poor attendance is followed up assiduously. There have been no exclusions from school for several years.

The quality of teaching is good

- Teaching over time is good and pupils achieve well as a result.
- The school benefits from having a team of enthusiastic teachers and well-trained teaching assistants, and relationships between adults and pupils are very strong. Their positive attitude encourages pupils to do their best.
- Staff meet regularly to check pupils' progress, and quickly intervene if progress slows. They have a range of support strategies which they use to good effect for disabled pupils, those with special educational needs and pupils who are at risk of not fulfilling their potential, whatever their ability level.
- Reading, writing, communication and mathematics are taught effectively and pupils make good progress. However, at times they do not have enough chances to record their work, and not all teachers insist on neat presentation in books.
- The teaching of reading is a strength of the school. Phonics teaching is well organised and phonics is taught in a lively and interesting way. When the inspectors listened to pupils read they found them skilled at sounding out letters and blending the sounds together.
- Pupils are taught library skills and change their chosen books weekly. These go home to be shared with parents in addition to 'learning to read' books. As a result, pupils get to read widely and enjoy a variety of books.
- The school offers a wide and engaging range of activities and subjects. This has recently been updated to incorporate the new National Curriculum.
- There is a comprehensive plan for developing computing throughout the school. The inspector saw laptops used effectively – and expertly – by Year 2 pupils to support their mathematics work.
- The school has adopted a set of animal 'learning heroes' which teachers refer to regularly to reinforce

good learning behaviours, such as perseverance. As a result, pupils can talk about their learning styles, not just the topics they are learning about, and this supports their good progress.

- The school makes provision for the most able pupils; for example, the magazine club and the Jackanory story club further develop reading and writing skills. External support is sought for gifted pupils; for example, the school took advice from the County Music Service on how to support a talented musician. However, in some mathematics lessons the most able pupils are occasionally given work that is too easy and does not challenge them.
- The school has a nurture class where pupils are given good quality additional support by well-trained staff. Pupils are assessed when they join the class and regularly thereafter. Support is delivered through targeted play-based activities. The inspectors saw good language development through adult–pupil conversations while digging for worms! These pupils make very good progress, often from low starting points, as a result of good quality teaching and support.
- The improvements to the marking scheme recently introduced by the leadership team have yet to become embedded throughout the school. The quality of marking in books is inconsistent and not always used to move pupils' learning forward.

The achievement of pupils

is good

- Most children start school with skills and abilities below levels typical for their age. Children make good progress and by the time they leave the Reception class the proportion of children who have reached the level expected for their age is above average in all areas except for mathematics.
- The youngest pupils make particularly good progress with developing social skills and they can take turns and work well with each other. This strong foundation is built on throughout the school, with pupils demonstrating excellent behaviour and an inquisitiveness and eagerness to learn.
- By the end of Year 1, pupils achieve a similar level in the phonics screening check to pupils nationally.
- Pupils continue to make good progress and by the time they leave the infant school, standards in reading writing and mathematics are above average. Reading is of a particularly high standard because it is well taught.
- Disabled pupils and those who have special educational needs make good progress because their needs are quickly identified and they receive well-targeted support and encouragement. By the time they leave the infant school these pupils are working at a higher standard than similar pupils nationally.
- The most able pupils have their progress carefully monitored, and the school intervenes if progress shows signs of slowing. The proportion of the most able pupils achieving the highest levels in the end of Key Stage assessments is higher than that found nationally for reading, and at a similar level for writing and higher in mathematics. However, at times these pupils are not always given challenging enough work in mathematics to help them achieve at an even higher level.
- The small number of pupils from minority ethnic groups achieve at a good level in reading, writing and mathematics, and in the Year 1 phonics screening check.
- Pupils eligible for additional funding make good progress and achieve as well as their classmates in reading, writing and mathematics. They reach a higher level than similar pupils nationally because the funding is well spent on targeted support to prevent them from falling behind.
- The work seen in pupils' books does not always reflect the high level of understanding they demonstrate in assessments. This is because teachers do not always insist on high standards of presentation and pupils are not always given enough chances to record their work.

The early years provision

is good

- Arrangements for pupils to settle into the Reception class are very good. There is a great deal of contact between families and the school before the children start, including home–school visits where parents' views about their children are valued and staff learn about the children's different starting points.
- Parents and children who are having difficulties are well supported by the school and there is a strong bond of trust between the school and families.
- Teaching is good, with adults engaging in conversations that encourage children to think. For example, when children were 'cooking' in the sand tray they were asked, 'I wonder what we need to do next?' and encouraged to expand on their answers.

- The Reception class is well led, with children learning through a wide range of well-planned activities supported by experienced and committed staff.
- Children's progress is tracked closely and if they are not making sufficient progress, they receive additional help.
- The Reception class is bright, welcoming and well resourced. The outdoor area has play equipment suitable for children to challenge themselves physically in a safe environment.
- Children's behaviour in the Reception class is outstanding, just as it is in the rest of the school. This is due to the high standards expected by adults and the excellent examples set by the older pupils. Children are taught to share toys and take turns, listen to each other and be polite.
- There is not always enough emphasis on children developing number skills in the Reception class. This slows their progress in mathematics.

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	116049
Local authority	Hampshire
Inspection number	448782

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	174
Appropriate authority	The governing body
Chair	Mr David Hills
Headteacher	Mrs Nicola Cowcher
Date of previous school inspection	6–7 October 2009
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