

Trosnant Infant School

Stockheath Lane, Leigh Park, Havant, PO9 3BD

Inspection dates 19–20 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress in reading, writing and mathematics is inconsistent across the school because of weaknesses in teaching. Pupils make slower progress in classes where teaching is not good.
- The gap between the attainment of disadvantaged pupils and other pupils nationally widened in 2014.
- Leaders and managers have not ensured that teaching is consistently good. As a result, pupils have not achieved well.
- Changes in staffing have slowed the pace of development in the school. Some improvements in achievement over the last two terms have not been sustained.
- Recent developments in the quality of teaching are not yet secure. Some teachers do not have high enough expectations.
- Some teachers do not make sure that work is set at the right level of difficulty for pupils, to cater for their varying abilities.
- The most able pupils are not always set challenging activities. As a result, these pupils do not achieve as well as they should.
- Governors are not always rigorous enough in checking the school's work. They are over-reliant on the executive headteacher's guidance. This hampers their ability to challenge leaders and hold the school independently to account.
- Early years provision requires improvement because children's progress is too variable. The quality of teaching is not consistently good.

The school has the following strengths

- The executive headteacher and head of school are taking action that is improving the school, so there is now some good teaching
- Leaders have an accurate view of the school's performance. Plans for development are well focused on improving teaching and learning.
- Leaders and staff are ambitious to improve pupils' achievement.
- Leadership of the early years has recently improved.
- Pupils' attainment in reading, writing and mathematics improved in 2014 and is in line with national averages.
- There is a calm and purposeful atmosphere in classrooms. Pupils behave well and feel very safe.
- Attendance has improved substantially.

Information about this inspection

- Inspectors observed nine lessons or part-lessons, including four joint observations with the executive headteacher and head of school. They also observed pupils working with adults other than their teachers.
- Discussions were held with the executive headteacher, head of school, senior leaders, teachers, members of staff, parents and pupils. Discussions were held with the Chair of the Governing Body and a representative from the local authority.
- Inspectors were unable to consider the views expressed by parents through the online questionnaire (Parent View), as there were too few responses. They considered the views expressed by parents informally at the start of the school day. Inspectors also took account of 19 responses to the staff questionnaire.
- Inspectors observed the school’s work and considered a range of policies and documents. These included the school’s improvement plan, information about pupils’ progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at pupils’ work in lessons, and at a sample provided by the school. They also listened to Years 1 and 2 pupils read.
- Inspectors visited the school’s breakfast club, which is run by the governing body.

Inspection team

Julie Sackett, Lead Inspector

Additional Inspector

Janet Sharp

Additional Inspector

Full report

Information about this school

- Trosnant Infant School is smaller than the average-sized school.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Children in the early years are taught in two Reception classes. The school's early years provision is full-time.
- In May 2010, Trosnant Infant School federated with Trosnant Junior School. The schools share one executive headteacher and one governing body. The executive headteacher oversees the leadership of both schools, dividing his time equally between the two.
- The head of school works closely with the executive headteacher in the day-to-day running of the school.
- There is a breakfast club run by the school. There is a children's centre and a nursery on the school site, both of which are privately run and inspected separately.
- A high proportion of staff joined the school in September 2014. The executive headteacher joined the school in January 2014.

What does the school need to do to improve further?

- Improve the quality of teaching, and the rate of pupils' progress, in reading, writing and mathematics, so that it is consistently good or better, including in the early years provision, by ensuring that:
 - teachers' expectations of what pupils can achieve are high enough, including the most able
 - teachers use information about pupils' learning to set work at the right level, so all pupils, including the most able make good or better progress
- Make sure that pupil premium funding is spent well so the gap between the attainment of disadvantaged pupils and others in school and nationally is closed.
- Strengthen the impact of leaders and managers on improving the quality of teaching and pupils' achievement by increasing governors' skills so that they are robust in their evaluation of the school's performance and confident in holding leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leaders and managers have not ensured that teaching is consistently good over time. As a result, pupils have not achieved well.
- The head of school works closely with the executive headteacher and provides knowledgeable and committed support. Their effective leadership secured improvements in teaching during the spring and summer terms. However, since then, the pace of improvement slowed due to numerous changes in staffing. Staffing is now more stable.
- Leaders' high expectations underpin current developments and provide a strong steer where improvements are required. Teachers welcome the advice given by senior leaders and are committed to developing their practice.
- Leaders have identified what needs to be done to improve pupils' achievement. The recently appointed middle leaders are rapidly strengthening their role in school development. For example, subject leaders now make better use of information about pupils' progress, so have a better view of how well different groups of pupils are achieving.
- This is a friendly and inclusive school, where staff are committed to equal opportunities and discrimination is not tolerated. Pupils get on well together and respect the views of others.
- Pupils' spiritual, moral, social and cultural development is supported well. Activities such as assemblies successfully promote the school's values and help to prepare pupils for life in modern Britain.
- Leaders follow clear procedures to set expectations for teachers' work. Teacher's performance targets reflect whole school priorities for development and are effectively linked to pupils' progress so that teachers are required to make improvements and help raise standards.
- The school has made a good start in making sure the requirements of the new National Curriculum are met. Parents have been made aware of some of the changes in how subjects will be taught in the future.
- Sports funding is used appropriately. Leaders have increased the number of activities available for pupils during lunchtimes and some are run by specialist coaches. As a result, more pupils are involved in sports than previously. Specialist sports teachers work alongside class teachers one day a week, improving teachers' confidence and their ability to teach sports skills well.
- In the past, additional government funding has not been targeted sufficiently to meet the needs of disadvantaged pupils. Since his arrival, the executive headteacher has ensured that funds are spent more effectively. As a result, disadvantaged pupils are making better progress than previously, although variations remain between classes.
- The executive headteacher has strengthened links with the federated junior school. Consistent policies across both schools ensure a smoother transition for pupils moving from Year 2 to Year 3.
- The local authority has provided effective support for the school during a period of change. For example, local authority officers have provided coaching and development for subject leaders to help them develop their leadership skills.
- Safeguarding is given a high priority in the school. Safeguarding arrangements are rigorous and meet statutory requirements.
- **The governance of the school:**
 - Most governors are new and their skills and expertise are at an early stage of development. Some aspects of the work of the governing body have improved since the executive headteacher was appointed. For example, governors are linked to subjects so that they can check the school's work in more depth. However, the governors' role in monitoring pupils' achievement is underdeveloped. They have an accurate view of standards in relation to other schools nationally, but are less well-informed about pupils' achievement, including disadvantaged pupils. Too few governors know about procedures for setting targets for teachers to improve the quality of teaching and tackle underperformance. The Chair of the Governing Body meets with the executive headteacher fortnightly, and this ensures that he is well informed about the everyday work of the school, including the quality of teaching. However, generally governors do not check for themselves the accuracy of the information given to them by leaders. The role the governing body plays in holding the school to account is not sufficiently well developed to accelerate the improvement of the school.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils behave well in lessons, during playtimes, and at other times during the school day.
- Pupils are polite and welcoming. They talk to visitors enthusiastically about their school. Pupils told inspectors that they like their teachers and that they are, 'very good at helping people to learn'.
- There are clear procedures in place to support pupils' behaviour so they are clear about what happens if they do not behave well.
- Most pupils listen carefully to adults and are interested and keen to learn. Behaviour is not outstanding because sometimes a few pupils find it difficult to concentrate and become restless. This slows progress, and is particularly evident when teachers' expectations are not high enough and work lacks challenge.
- Lunchtimes are a happy and sociable time. Pupils respect the adults in the lunch hall. Adults demonstrate how to use cutlery properly and most pupils make a good attempt to follow the adults lead, including the youngest children in the school.
- Pupils listen carefully during assemblies and are keen to share their thoughts and ideas. For example, during the inspection, they discussed issues arising from anti-bullying week sensibly and maturely.
- The breakfast club provides a safe and enjoyable start to the school day for those pupils who attend.

Safety

- The school's work to keep pupils safe and secure is good. Pupils understand how the school rules help them to be safe. They are confident that teachers and other adults in school will help if they have a problem. Pupils say they feel comfortable telling their teacher, or the head of school, if they are worried. They have a sensible understanding of how they can help to keep themselves safe, for example while using the internet.
- Pupils know about the dangers of bullying because of regular events such as 'anti-bullying week' and school assemblies. Pupils told inspectors that bullying is not an issue in school. School records confirm that incidents of bullying are rare. Any concerns are followed up promptly and systematically. There have been no racist incidents in the past year.
- The school has taken highly successful steps to improve attendance. The home-school liaison officer works closely and very effectively with the special needs co-ordinator and the head of school to support pupils' to attend well. As a result, attendance is in line with national expectations.

The quality of teaching requires improvement

- There is not yet enough consistently good teaching to enable all pupils to achieve well. Differences in the quality of teaching from class to class mean pupils' progress is inconsistent. Pupils' progress is not fast enough because some teachers' expectations are too low, particularly for the most able pupils.
- Variations in the quality and quantity of work in different classes reflect differences in teachers' expectations. Where teaching is stronger, pupils produce a wide range of good quality work which underpins their rapid progress. However, in some classes, pupils do not complete enough work of good quality to achieve well.
- On occasion teachers do not use information about pupils' progress well enough to plan the work suited to the varying ability of the pupils in the class. As a result, some of the tasks are too easy for the most able pupils and too complex for others. Consequently, pupils' progress is too slow.
- In a minority of classes, pupils rapidly develop the skills and confidence needed to solve mathematical problems. This is particularly evident when they are given opportunities to think for themselves when, for example, deciding how to tackle a task. However, this is not always the case.
- The teaching of writing has improved. Teachers give pupils opportunities to talk about their ideas and to practise writing for a variety of purposes. This is strengthening pupils' writing skills and increasing their enjoyment of writing.
- There is a more consistent approach to the teaching of phonics (the sounds letters make) than in previous years. This is ensuring better coverage of the knowledge and skills pupils need to make good progress.
- Most pupils are keen to learn and to contribute during lessons. This includes disadvantaged pupils, disabled pupils and those with special educational needs. Teaching assistants' effective support for pupils' learning and social development contribute well to this.

The achievement of pupils**requires improvement**

- Over time, pupils' attainment in national tests has typically been average in reading, writing and mathematics. Current checks on pupils' progress through the school indicate standards in reading, writing and mathematics are rising. However, pupils' progress is inconsistent because of variations in the pace of pupils' learning between different classes or year groups.
- Pupils' progress in mathematics requires improvement. In some classes, pupils' progress is hindered because the work is not set at the right level. Attainment in mathematics has been consistently average in the past three years.
- The results of the Year 1 phonics check were below average in 2014. Leaders responded by improving the teaching of early reading and writing skills. As a result, pupils are currently making better progress in reading and writing in Years 1 and 2
- Pupils' attainment in reading at the end of Year 2 has improved since the last inspection. Pupils have sufficient opportunities to write for a range of different purposes so that they are able to practise their writing skills regularly. However, not all pupils make consistently good progress in their writing, which often contains frequent spelling and punctuation errors, because teachers do not insist on high enough standards.
- Pupils take care in presenting their written work. A whole school approach to handwriting means that pupils successfully use a consistent handwriting style.
- In some classes, expectations are not sufficiently high to ensure that the most able pupils make good progress. The proportion of most-able pupils attaining the higher levels in reading, writing and mathematics at the end of Year 2 increased in 2014. However, progress made by the most-able pupils currently in the school differs too much between year groups and classes.
- The most-able pupils do not always make good progress in their learning. Teaching does not always ensure that these pupils have enough challenge to reach the higher levels of which they are capable and some pupils become a little frustrated when the work is too easy.
- In the 2014 Year 2 assessments, disadvantaged pupils were about four months behind pupils nationally and eight months behind their classmates. This group of pupils are starting to learn more quickly, but this has not been the case over time as their progress has been inconsistent between classes. Their progress also requires improvement so that they catch up quickly with others in the school and compare more favourably with others nationally.
- Disabled pupils and those with special educational make varying progress depending on the quality of teaching they receive. Some pupils tackle activities productively in lessons and make good progress. This is the case in classes where teachers and teaching assistants are alert to pupils' needs and provide prompt and effective help. However, in some classes, teachers do not pick up on pupils' needs quickly enough and progress slows.
-

The early years provision**requires improvement**

- The early years provision requires improvement because teaching has not ensured that children make good progress over time. While the proportion of children reaching a good level of development by the end of Reception Year has increased, until recently children were not making enough progress and developing sufficient skills to have a secure start when they enter Year 1.
- Adults provide a wide range of activities that appeal to children's interests, however, the contribution they make to children's learning is too variable.
- Relationships are positive and adults ensure children are safe and secure. Children behave well. They are curious and inquisitive about the activities provided and are keen to do their best. They make good progress in some aspects of their learning, such as the development of social skills. This is because adults provide good role models for the children, and help them to understand and respect the needs of others.
- Some children find it difficult to think of the words they need to speak in order to write successfully. In response, the early years leader has increased the focus on developing children's language skills. For example, adults make sure that they use language correctly so that children copy and learn new vocabulary. However, it is too soon to judge the effects of these improvements on children's progress.
- Effective training means that teaching assistants provide increasingly skilful support for children, but this is not evident in all activities. Help is particularly effective for those children who find it more difficult to socialise and behave well. For example, when a child became agitated, adults quickly intervened so that

the child quickly and happily settled back to playing with his friends without any fuss.

- Since the early years leader joined the school in September, she has successfully developed the team, almost all of whom are new to the school or key stage. Teachers and support staff observe and assess children's learning more effectively and adults make sure that all children have opportunities to talk to them. As a result, adults know the children well and are well equipped to help them learn.
- The early years leader has quickly identified what is working well in the Reception classes and what needs improving. She has already successfully introduced a number of improvements. For example, she has strengthened links with parents very well. As a result, they are better informed about their children's progress and are more able to help their children at home.

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	115912
Local authority	Hampshire
Inspection number	443787

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	180
Appropriate authority	The governing body
Chair	Michael Powell
Headteacher	Ian Waine (executive headteacher)
Date of previous school inspection	13–14 July 2011
Telephone number	02392 475606
Fax number	02392 475606
Email address	i.waine@trostant.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

