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26 February 2015

Mr I Waine  
Executive Headteacher  
Trosnant Infant School  
Stockheath Lane  
Leigh Park  
Havant  
PO9 3BD

Dear Mr Waine

### **Requires improvement: monitoring inspection visit to Trosnant Infant School**

Following my visit to your school on 25 February 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve the school action plan, so that it shows clearly and succinctly what actions leaders and governors will take to improve the school
- be ambitious for disadvantaged pupils so that they achieve as much as other pupils
- develop teachers' mathematics subject knowledge.

## **Evidence**

During the inspection, I met with you, the head of school, other leaders, governors and a representative from the local authority, to discuss the action taken since the last inspection. I visited classes with you and the head of school, looked at work in pupils' books and reviewed school documentation.

## **Main findings**

You and the head of school are determined to improve the school and your actions are sharply focused on making this happen quickly. There is a strong sense that everyone knows what needs to be done and is working together to make the necessary changes. The school action plan shows the actions you plan to take but it does not help all staff and governors to know exactly what will be done and when.

You have continued to develop the skills of middle leaders. They are clear and accurate about what they need to do to help the school to improve. They are working more effectively with teachers and teaching assistants to develop their skills and prioritise areas for improvement.

The new Chair of the Governing Body is providing stronger and more effective leadership to help develop governance. The required review has provided a clear steer about their areas for improvement. As a result of both of these, and some useful training from the local authority, governors have a clearer understanding of their roles and the importance of governance.

The review of how the school uses the pupil premium grant (funding to support disadvantaged pupils) has been completed by the local authority. This identified that the grant is being used effectively to support these pupils. However, in discussion with you, we identified opportunities to be more ambitious for some of those pupils, and that, over-time, the school should be aiming for there to be no attainment gap between these pupils and other pupils.

Your work to improve teaching has ensured that all teaching is moving towards good. You are utilising experienced teachers well to develop practice of weaker or newer teachers. Although there is more to do in some year groups, you have provided relevant support for individuals and teams. The systems you have introduced ensure that teaching is checked regularly and areas for improvement are followed up quickly.

Mathematics continues to be an area for development. In the lessons we saw, pupils were carrying out tasks to develop their understanding of multiplication using practical equipment. Although some pupils were carrying out the activities well, teachers' subject knowledge was not secure enough to recognise some pupils' lack

of mathematical understanding. So, where some middle-ability pupils were unable to explain what they were doing or could not carry out the task, this was not tackled quickly enough by staff.

In the Early Years we saw pupils working independently and confidently on a range of engaging and relevant tasks. Adults were supporting pupils' learning more effectively, with useful questions which developed pupils' thinking.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided relevant and useful support for the school. It rightly identified the development of the governing body as a high priority. Work in this area has been particularly useful, resulting in the appointment of a new Chair of the Governing Body, who is extremely knowledgeable about governance. Other support is well-linked to the school's identified priorities.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

**Louise Adams**  
**Her Majesty's Inspector**