

# South View Infant and Nursery School

Off Shooters Way, Basingstoke, Hampshire RG21 5LL

## Inspection dates

6–7 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Since the school federated with South View Junior School in 2017, it has gone from strength to strength.
- Leaders and governors know the strengths and weaknesses of the school well. They have worked together tirelessly to improve the curriculum, teaching and pupils' outcomes.
- The quality of teaching across the school is good. Teachers use probing questioning, engage pupils' interest and ensure that they make good progress in a range of subjects.
- The most able pupils do not make as much progress as they could, due to inconsistent levels of challenge.
- The curriculum is broad and balanced. However, teachers do not use assessment consistently to improve pupils' knowledge and skills in subjects other than English and mathematics.
- Children in early years behave well and make good progress from low starting points. Effective provision for their personal development and welfare results from good leadership.
- Disadvantaged pupils, although generally making good progress, are not challenged consistently, so not enough of them reach high standards.
- Pupils feel safe in school and know whom to talk to if they have a problem. They behave very well around school and in classrooms, and there is a culture of mutual respect and support.
- Attendance has improved, but persistent absenteeism remains too high.
- The pastoral support of pupils is well targeted and of a high quality. Leaders work hard to ensure that all children are safe from harm.
- Parents and carers are happy with the improvements over the last two years.
- Governors have been central to the school's recent success. They are aware of the school's priorities and contribute to its continuous improvement.
- The speech and language specialist resource is an integral part of the school and staff are very skilled in supporting children with additional needs. One parent said, 'My child's care and support are exceptional.'

## Full report

### What does the school need to do to improve further?

- Improve attendance by building on the strategies introduced to reduce persistent absence and to ensure that parents understand the importance of regular school attendance.
- Improve the quality of teaching, learning and assessment in order to improve pupils' outcomes, by:
  - ensuring that the work set is sufficiently challenging for the most able pupils, especially for the most able disadvantaged pupils
  - improving the assessment of pupils' knowledge and skills in subjects other than English and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The improvements that the executive headteacher has made since joining the school have had measurable impact. Her passion, commitment, drive and vision have been fundamental in improving outcomes across the school. The senior leadership team has stabilised, and morale among the teaching staff is high. All share the executive headteacher's vision for the school.
- Since the school federated with South View Juniors in 2017, the school has worked tirelessly to ensure that both the quality of teaching and pupils' outcomes improve. They are well under way on this journey.
- Parents speak highly of the school. One commented, 'My child's development is good. Really happy. I strongly recommend this school for others.'
- The school's self-evaluation is honest and accurate. Staff at this school do not rest on their laurels. They are well aware of what they need to do to drive the school onwards and upwards. These priorities are clearly set out in the school development plan, with clear timescales and lines of accountability.
- The executive headteacher and the senior leadership conduct regular checks on the quality of teaching. This is done in a variety of ways, such as formal lesson observations, informal walks around the school and a scrutiny of pupils' work. Any actions set are quickly followed up. Governors also make regular, focused checks.
- Staff have undertaken a great deal of targeted training in the last two years and this has had a positive impact both on the quality of their teaching and on pupils' outcomes. Teachers also have opportunities to be coached effectively by year leaders, allowing them to learn from the best.
- Leaders of English and mathematics have a firm grasp of their subjects, and this is reflected in the improved results of national assessments for 2017 and 2018. Both leaders have made significant changes, which have been instrumental in reversing the decline in standards in 2016. For example, reading has been given a higher profile across the school, with the creation of a new library and the introduction of an after-school reading club. In mathematics, a new scheme of work has been introduced, which has helped the school focus further on problem solving and reasoning with numbers.
- Middle leaders of other subjects, such as science, and design and technology, are relatively new to their roles, which they have taken to with passion and enthusiasm. They have carried out a review of their subjects and fed back to staff, ensuring that skills and knowledge are planned to develop progressively. However, not enough has been done on ensuring that skills and knowledge in these subjects are accurately assessed.
- The curriculum is broad and balanced. The curriculum is enriched by a wide range of visits and trips, which ignite further pupils' passion for learning. Opportunities are available for children to learn about other faiths and cultures. Pupils' spiritual, moral, social and cultural development is promoted well.

- Good use is being made of additional funding for disadvantaged pupils. There is a good mix of pastoral and academic support and, because of this, outcomes for this group of pupils have improved.
- Leaders responsible for pupils with special educational needs and/or disabilities (SEND), including in the specialist resource provision, have a wealth of useful knowledge and skills. The resource is an integral part of school life. Effective use is made of the special educational needs funding. Well-targeted support is provided for those pupils who need help catching up, including pupils with SEND. As a result, these pupils make good progress from their different starting points.
- Sport is enthusiastically led. Additional funding is spent well, and has been used to provide training and development opportunities for staff. Because of this, pupils' participation in various sports has increased and the profile of physical education has been raised.
- Transition arrangements into Nursery are robust. Much care is taken to ensure that any vulnerable children's needs are well supported during this time. Since the school federated, the onward journey to the junior school has become more effective and tailored to meet the needs of each child.
- The local authority has provided good levels of support during the transition to a federation. It has been proactive and has provided well-focused help.

### **Governance of the school**

- The governance of the school has changed since the previous inspection. The school now has a federated governing board with South View Junior School.
- The board is guided well by an experienced chair, and has a range of members with the skills and expertise to hold leaders to account.
- Governors have supported the school well through its successful, yet challenging, journey to federated status.
- Governors have a clear view of the school's strengths and weaknesses, and are securing further improvements at the school.
- Governors are clear about their roles and responsibilities. They make regular checks to ensure that the information they receive from the school's leaders is accurate. There are clear records of challenge and support, and reports on governor visits to the school are clear and precise.
- Governors meet their statutory duty to ensure that safeguarding is effective.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Governors and leaders have established a very strong culture of safeguarding in the school. There are robust systems for checking and recording the suitability of staff and volunteers who work with children. Governors and leaders have established clear practices for protecting pupils from extremism and radicalisation, and for keeping pupils safe from harm.

- Staff understand the clear protocols for reporting any safeguarding concerns, which are then swiftly acted upon by the designated safeguarding leads. The school is vigilant and robust in this vital area of its work.
- Leaders ensure that concerns, no matter how minor, are reported straight away. Senior leaders make sure that child protection referrals are dealt with swiftly and appropriately, and work closely with many outside agencies to ensure the safety of their pupils.
- Importantly, pupils feel safe and the vast majority of parents also share this view.

### **Quality of teaching, learning and assessment**

**Good**

- The continual improvement in the quality of teaching, learning and assessment has raised standards for current pupils. Over the past two years, previously low outcomes have improved. Through excellent coaching and development from year-group leaders, teachers have improved their skills. Teachers show pupils what they have to do precisely and design interesting learning opportunities that ensure that pupils engage and succeed.
- Although more pupils now achieve at age-related expectation, teachers do not consistently plan work that challenges the most able pupils so that more pupils reach high standards. This is a particular issue for the most able disadvantaged pupils.
- Teachers have high expectations of learning behaviours and make good use of a wide range of adults in the classroom. These adults make a direct contribution to the progress that all groups of pupils make, particularly those who are disadvantaged. This is because they are able to identify and support any pupil who starts to fall behind and intervene quickly to improve their learning.
- Where teaching is strongest, skilful use is made of questioning to probe pupils' understanding. This, combined with teachers' good subject knowledge, sustains pupils' interest and gives learning a clear purpose.
- Learning in the speech and language resource is vibrant. The adults know the specific needs of each pupil extremely well and skilfully match their teaching to them. For example, when working on the book, 'We're Going on a Bear Hunt,' a range of multi-sensory resources were used and pupils used models and materials to sequence the story. Because of this attention to detail, pupils in the resource make good progress.
- Teachers make good use of assessment in English and mathematics to track the progress that pupils are making on a daily basis. Information about pupils' progress is discussed at regular intervals, and teachers change their planning to ensure that no pupil falls behind. The school is aware that it does not have ways of assessing other subjects in the curriculum sufficiently robustly.
- The teaching of reading across the school is good. Leaders have focused on raising standards in reading across key stage 1, following low outcomes over time. This focus has led to improved outcomes in phonics in Year 1, as well as pupils' improved skills in Year 2. The school has invested in a new library to ensure that the profile of reading is raised. Pupils are proud of this new space and are enthusiastic about books.
- Effective teaching of mathematics helps pupils to have a good understanding of the

subject. Teachers increasingly expect pupils to solve problems and develop reasoning skills. However, teaching does not consistently challenge the most able pupils to think deeply and so make rapid progress.

- Teachers have benefited from professional development to improve the way they teach writing, reading and mathematics. Good use is also made of local networks for a range of subject areas, for example the moderation of judgements about pupils' writing.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that this area of the school's work is at the heart of everything they do. At every level, staff know the pupils very well and have developed effective relationships with them and their families.
- Leaders have wisely invested in a variety of support to ensure that pupils are emotionally and socially ready for their learning each day. This means all pupils are able to make positive progress.
- Pupils feel safe at South View Infants and they know how to keep themselves safe. They know about the different types of bullying. Bullying rarely happens, but they say when it does, 'We can talk to a grown-up and they would help you'.
- Pupils show respect, kindness and tolerance towards one another. They support each other with their learning and are eager for each other to succeed.
- Pupils are helped to settle quickly at the start of the school day and benefit from the care and warm welcome that adults provide. This helps pupils to feel secure and, in turn, speeds up the progress that they are able to make.
- Occasionally, pupils become distracted and lose focus in parts of lessons. Their progress slows and their interest wanes because they are not moved on in their learning quickly enough.

### Behaviour

- The behaviour of pupils is good.
- Pupils take pride in their work and show positive attitudes to learning from a young age. They are encouraged to be confident and independent. Their enthusiasm towards their learning has a direct impact on the good progress that they make.
- Pupils conduct themselves well around the school. Staff have high expectations, and this has a positive impact on the way that pupils behave. Pupils are considerate and well mannered. During the inspection, several pupils were observed being friendly and courteous to adults and each other.
- Until recently, the proportion of exclusions has been higher than the national average. The school now has better systems in place to support and deal with incidents of poor behaviour, and has introduced a 'yellow letter' initiative. As a result, so far this year,

exclusions have been eradicated.

- The school is proactive in following up any incidents or concerns, particularly through the work of the pastoral team. Pupils benefit from the strong relationships that exist between themselves and adults in the school. They have confidence in staff, who deal quickly and decisively with disputes, should they occur.
- Leaders have been systematic in tackling issues relating to attendance. However, rates of persistent absence remain too high. The school has made explicit its expectations to parents and carers and pupils. Leaders also offer effective support to those pupils and families for whom absence from school is a particular concern. Leaders are working hard to engage with parents to ensure that they understand the importance of good attendance. Pupils' overall attendance is improving, but the school knows there is more work to do in this area.

### Outcomes for pupils

**Good**

- Since the appointment of the executive headteacher, outcomes have improved. Leaders have high expectations and have secured more consistently good teaching. Because of this, historical underachievement is being eradicated. Progress for the majority of current pupils is improving in English and mathematics, and across the curriculum.
- Although under national averages in 2018, the percentage of pupils successfully reaching the expected score in the phonics screening check has improved rapidly over the last two years. Inspection evidence shows that phonics outcomes for current Year 1 pupils have continued to improve.
- At the end of key stage 1 in 2018, attainment in reading, writing and mathematics was below national averages. However, attainment has improved over the past two years. Inspection evidence shows this trend continuing and that current pupils now make good progress. This demonstrates the positive impact of leaders' plans to secure good teaching and improve outcomes.
- The proportion of most-able pupils who are achieving the higher standards in reading, writing and mathematics by the end of Year 2 is improving. However, too few pupils reach this greater depth of learning in these subjects.
- Disadvantaged pupils make good progress. Progress across the school for this group of pupils is generally equal to, or better than that of their peers in school. However, too few disadvantaged children reach the higher levels of achievement.
- Most pupils with SEND are making good progress as a result of effective early identification and good additional support. Where they are not, the school has identified the ongoing barriers to learning and put in place additional measures to promote more rapid progress. The speech and language resource is an integral area of this support.

## Early years provision

Good

- The deputy headteacher is the leader of the early years provision. Her leadership and management of this area of the school's work are good. She is clear about the strengths and weaknesses.
- Most children start in early years with a range of skills, knowledge and understanding well below what is typical for their age. Through the effective provision, leaders ensure that children's specific needs are met. Therefore, children make good progress.
- The proportion of children achieving a good level of development by the time they leave Reception has improved over the last two years.
- More children now move from Reception prepared for the challenge of the key stage 1 curriculum. Leaders know that outcomes still have weaknesses.
- Additional funding is well used to provide resources and support for disadvantaged children. Leaders have a good understanding of the positive impact this has on children's learning.
- Teaching and learning are good across all classes in early years, including the Nursery class. Teachers plan tasks that are well matched to the needs and interests of the children. Children in these classes are enthusiastic about their learning, and they engage with a range of well-thought-through activities. For example, a group of children acting as vets explained that they were keeping the animals safe 'just like children'.
- Relationships between adults and children are good and, as a result, children are happy and behave well. They work and play happily together. They are proud of their work and are confident enough to show it to others.
- Children are kept safe and are well cared for. There is good communication with external pre-school providers before children join the school to ensure that no important information is missed.
- The outdoor area has developed significantly since the previous Ofsted inspection. It is used effectively to enrich children's learning.



## School details

Unique reference number	115975
Local authority	Hampshire
Inspection number	10045965

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery/infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Elizabeth McSheehy
Executive Headteacher	Sheila Pape
Telephone number	01256 321928
Website	<a href="http://www.southview-jun.hants.sch.uk">www.southview-jun.hants.sch.uk</a>
Email address	<a href="mailto:s.pape@southview-inf.hants.sch.uk">s.pape@southview-inf.hants.sch.uk</a>
Date of previous inspection	18 September 2014

## Information about this school

- South View Infant and Nursery School is an average-sized primary school. From September 2018, the school asked to reduce its pupil numbers to be in line with the junior school. At the time of inspection, the school had one Nursery class, two Reception classes and three classes in Years 1 and 2.
- The majority of pupils are White British. An average number of pupils speak English as an additional language.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils with SEND is above average.
- The school has an additional specialist resource base to support pupils with speech and language needs. All these pupils have education, health and care plans. There are officially places for 18 pupils, although at the time of inspection there were 23 pupils in the resource.
- Following the resignation of the previous headteacher, the headteacher of South View

Juniors was appointed to be executive headteacher of both schools in February 2017. In addition, new senior leaders and teachers have been appointed since the last inspection.

- South View Infant and Nursery School and South View Junior School formally federated in February 2017. The federation has one joint governing body.

## Information about this inspection

- Inspectors visited a wide range of lessons across the school, looking extensively at pupils' work in all lessons. Visits to lessons were also made with the executive headteacher.
- Alongside school leaders, inspectors reviewed pupils' assessment information and pupils' work in books. Information about the quality of teaching, and documents pertaining to safety and behaviour and safeguarding were also scrutinised.
- Inspectors spoke with pupils in lessons, at break- and lunchtimes, and met with groups of pupils separately.
- Meetings were held with the executive headteacher, deputy headteacher, the teacher in charge of the resource unit, middle leaders, and governors. In addition, a phone call was held with a representative from the local authority. Informal discussions also took place with a number of parents in the playground, prior to the start of the school day.
- Inspectors took account of 15 responses to the Ofsted online questionnaire, Parent View.
- The views of staff were taken into account through formal and informal discussions. Inspectors also took account of 33 staff responses to the Ofsted online staff survey.
- No pupils completed the Ofsted online questionnaire.

## Inspection team

Felix Rayner, lead inspector

Ofsted Inspector

Christopher Crouch

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018