

Inspection of Fleet Infant School

Velmead Road, Fleet, Hampshire GU52 7LQ

Inspection dates: 18 and 19 October 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

As one parent wrote, 'Leaders have pupils' best interests at heart.' Strong partnerships with parents and carers are at the core of ensuring pupils thrive socially and academically. Staff greet pupils and their families with friendly faces and warm smiles as they arrive in the morning, getting the day off to a positive start.

High expectations permeate the school. Classrooms are calm and orderly places conducive to successful learning. Playtimes are harmonious. Pupils understand what it means to be a good friend, and 'playground friends' are proud to make sure that no one feels left out. Pupils are rightly confident that any unkind behaviour will be stopped in its tracks.

Pupils learn the importance of physical activity and what it means to be mentally healthy. They look forward to daily dance sessions. The recently introduced forest school promotes an awareness of calm and nurtures a love of outdoors. Pupils are taught how to keep themselves safe from harm and what to do if something makes them feel uncomfortable. They trust adults in school and know whom to talk to if they have any worries. Those who struggle with their emotions benefit from small-group sessions to explore and make sense of their feelings.

What does the school do well and what does it need to do better?

Positive behaviours set the tone for learning throughout the school. Staff model speaking to others with respect and courtesy. They encourage pupils to try their best. In Reception, children quickly learn what is expected of them. They are supported to follow routines, take turns and help each other. This sets the foundations for key stage 1, where pupils understand the rules and are typically focused on their learning. On occasions where they forget themselves, a gentle reminder is usually enough to get them back on track.

Most pupils quickly develop the reading skills they need to be successful learners across the curriculum. Even so, leaders have recently overhauled the teaching of phonics. They are determined to get all children off to the best possible start in reading as soon as they start in Reception and to keep the momentum going. Books have been matched to the programme so that pupils practise the sounds they have been taught. Mostly, teaching is precise. Staff carefully listen to and observe pupils to check what they know and pick up any gaps in learning. Pupils who do not find learning to read easy get extra help to keep up and, where needed, catch up with their classmates. The programme is, however, still fairly new and leaders know they need to keep a close eye on how successful it is, particularly for those pupils who are struggling.

Leaders embrace current research and thinking about how pupils learn. They are using this to refine the organisation of the curriculum across subjects. Often drawing on published schemes, leaders have set out, starting in early years, what pupils

should learn by the time they move to junior school. This structure underpins teachers' clear explanations and questioning to check pupils' understanding and any misunderstandings. They use this to plan what they teach next and to identify pupils who may be struggling. What leaders have not identified precisely enough yet in some subjects is exactly what pupils must retain along the way to help them with future learning.

A few pupils find learning difficult. Leaders put in appropriate support immediately, and monitor to be sure as to whether the pupils have additional needs or if there are other factors at play. Where pupils are identified with special educational needs and/or disabilities, leaders champion their cause with other agencies to make sure they get the support they need.

Leaders nurture pupils' all-round development. A love of music is fostered from early years upwards. In Years 1 and 2, all pupils learn to play the ukulele. Pupils talk enthusiastically about their experiences beyond the classroom. They visit a variety of places, including the church and the zoo, which bring learning to life. Pupils' cultural awareness is promoted through the personal development learning curriculum, religious education and assemblies. They learn, for example, about Hinduism, Diwali and Chinese New Year. Pupils develop as young citizens through their role on the school council, performing for residents at the local care home and collecting for the food bank.

Governors work well with leaders to make sure that the school does not stand still. They understand their role to support and challenge, making sure that the intended benefits for pupils and value for money are considered carefully in making any changes. Governors assure themselves that agreed policies and practice work on the ground.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that everyone keeps a close eye on pupils' safety and well-being. Teaching pupils how to keep themselves safe is woven through the curriculum. Staff training is up to date, and leaders share regular updates so that safeguarding remains at the forefront of everyone's mind. Clear systems are in place to identify pupils and families who may need support. Leaders know when to refer concerns on and follow through such cases conscientiously. They are not afraid to pester external agencies and re-refer if they do not feel concerns have been taken seriously enough.

Governors monitor safeguarding practices and record-keeping carefully.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Changes to the way early reading is taught are recent. A few pupils are not keeping up. Leaders need to keep the phonics programme under review, ensuring that it helps those pupils who do not find learning to read easy to catch up as quickly as possible.
- Leaders have yet to complete their work to refine the curriculum. Pupils cannot always recall what they have learned previously. Leaders need to make sure that they identify the key knowledge, skills and vocabulary pupils need to remember, from Reception Year to Year 2, and that this informs assessment practice.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	116003
Local authority	Hampshire
Inspection number	10242337
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair of governing body	Linda Cullen
Headteacher	Monique Clark
Website	www.fleet.hants.sch.uk
Date of previous inspection	13 March 2009, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in 2017.
- The breakfast, after-school and extra-curricular clubs on offer to pupils are run by an external provider so were not part of this inspection.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the course of the inspection, inspectors met with senior leaders, members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, religious education and science. For each deep dive, inspectors discussed

the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at sample of pupils' work. Some pupils from Years 1 and 2 were observed reading to a familiar adult.

- Inspectors gathered wider evidence about pupils' experiences at school by talking to pupils and considering the school's own recent survey of pupils' views. One of the inspection team met with the school council to hear about their work.
- To evaluate safeguarding, inspectors spoke with staff, parents and pupils. The lead inspector met with the designated safeguarding lead and sampled a range of safeguarding documentation. She also reviewed checks on the safer recruitment of adults.
- The views of staff and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documents available on the school's website or provided by the school. This included leaders' self-evaluation and school improvement plan, notes from visits by the local authority, curriculum documents, policies and minutes of governors' meetings.

Inspection team

Alison Bradley, lead inspector

His Majesty's Inspector

Sara Staggs

His Majesty's Inspector

Jon Hills

Ofsted Inspector

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