

Inspection of Pennington Infant School

Priestlands Road, Pennington, Lymington, Hampshire SO41 8HX

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 Good

What is it like to attend this school?

Leaders make sure the Pennington 'HEART' values beat strongly through this small and welcoming school. These values are explicit through daily school life in lessons, breaktimes and assemblies. Pupils know why they matter. They demonstrate the values of resilience and teamwork, which ensures they achieve well and enjoy school. Pupils look after their school environment carefully and are involved in the future landscaping project. Parents appreciate the care and nurture shown to their children. As one parent said, 'The teachers are helpful, caring and enthusiastic. It's a great little school and I'm so glad we chose to send our child here.'

There is a joyful feel to break and lunchtimes. Pupils enjoy choosing from the wide range of activities available. These include an adventure playground, skipping and jumping games and quiet areas to sit with their friends. Staff encourage pupils to try new activities or give them ideas to independently set up their own. Pupils behave well and feel safe because they know their routines. They understand they can talk to staff about any worries. Pupils are not concerned about bullying and know that staff would help them if it occurred.

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

Leaders have successfully addressed the areas identified as needing improvement at the last inspection. They rightly prioritised embedding changes within their phonics and mathematics teaching. This has been greatly aided by a settled team of school staff who have been well trained and work together. In other subjects, leaders have ensured that the key knowledge and skills that pupils need to learn is clear. Teachers have strong subject knowledge and routinely adjust their teaching in response to how well pupils know and remember their learning. However, in some subjects, leaders do not know how often this adaptation is needed and therefore how well pupils learn the intended curriculum.

Consistently strong phonics teaching means that pupils learn to read well. Pupils develop reading fluency because leaders have ensured that staff are well trained to teach early reading. From the start of early years, children read books which match the sounds they are learning. Staff help all pupils to grow a love of reading. Books across the curriculum are selected with care. They are chosen to widen pupils' experiences and develop their knowledge about different cultures and ways of life. Pupils are eager to read and talk about their favourite books.

Leaders' work to improve the mathematics curriculum has resulted in pupils achieving well. This starts in early years where children experience a number-rich environment. From this early age, children are encouraged to explain their mathematical thinking using appropriate vocabulary. As pupils move up through the school, they benefit from teachers creating a stepped learning approach. This means that teachers have a clear understanding of what pupils already know and remember in mathematics. They adjust the mathematics curriculum to fill any gaps

in pupils' knowledge. Teachers make sure that any pupils who need extra help receive it immediately.

Pupils with special educational needs and/or disabilities (SEND) are supported well with their mathematics and reading. Teachers know how to identify pupils with SEND. The SEND leader has made sure that all staff have an in-depth knowledge of individual pupils' emotional needs. This means that staff provide appropriate nurture and support. Pupils are supported with the development of their language and communication. This starts in early years where teachers model appropriate language and encourage children to engage in conversation using whole sentences. Techniques which include an 'I say, you say' approach give children the confidence to try out new words using the right sounds. However, in some subjects, leaders have not checked how well teachers adapt the curriculum for pupils with SEND.

Pupils benefit from the clubs on offer after school, including gymnastics, kickboxing and street dance. They gain an understanding of their community through participation in the village's 'Picnic in the Park', links with the local church and involvement in the New Forest Show. Pupils know why it is important to be a good friend. They refer to the 'Pennington Promise' and how it helps them to make the right decisions at school.

The governing body are scrupulous in the way they appropriately support and challenge school leaders to ensure Pennington pupils get the best possible education. They ensure that leaders focus on developing staff and looking after their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are meticulous with their safeguarding procedures and the training staff receive. Staff are confident about being able to identify pupils who need help and know how to report their concerns. Leaders follow this up with regular communication with external agencies. The school's parent support worker adds an additional layer of assistance for families. Governors monitor the effectiveness of the school's safeguarding procedures through a range of planned activities. Pupils understand the measures they can take to keep themselves safe online. They know they should not share any personal information and to tell an adult if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the intended curriculum does not align with pupils' prior learning. This means that teachers have to routinely adapt the curriculum to address and close gaps in pupils' learning. Leaders need to make sure that they

have clear oversight about how well the intended curriculum is equipping pupils with the key knowledge and skills they need.

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	115983
Local authority	Hampshire
Inspection number	10240246
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair of governing body	Carole Burwell
Headteacher	Beverly Seed
Website	www.pennington-inf.hants.sch.uk
Date of previous inspection	15 September 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher of the school is on maternity leave. An interim headteacher is leading the school in her absence.
- 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.

- Inspectors carried out deep dives in these subjects: reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the school's designated safeguarding leader and a governor who has responsibility for safeguarding. Safeguarding records and procedures were checked and tested through document review and in discussions with pupils and staff.

- The lead inspector met with a group of governors and spoke with representatives from the Local Authority.
- The inspection team took account of 16 responses to Ofsted's online questionnaire, Parent View.
- The inspectors considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Ian Elkington

Ofsted Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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