

Inspection of Sarisbury Infant School

Barnes Lane, Sarisbury Green, Southampton, Hampshire SO31 7BJ

Inspection dates: 7 and 8 February 2023

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?

Pupils are safe and happy in this friendly, nurturing school. Leaders and staff have created an environment where all pupils, including those with special educational needs and/or disabilities (SEND), thrive. Pupils are polite, caring and hard-working. Pupils, known as the Sarisbury 'crew', achieve well because both children and staff have positive attitudes and high expectations. Pupils value the 'crew stamps' they receive for making a positive contribution to school life.

Pupils have many opportunities to take on responsibilities, such as the roles of class captains and 'voice of the crew' members. Children in Reception enjoy sharing their nursery rhymes with residents in the nearby care home. Older pupils love being part of the school choir and performing in different venues. Pupils appreciate the range of clubs on offer, such as ballet, football and French. The school 'characters', for example 'Harri Heart', teach pupils very effectively about staying safe, being kind and resilient. The school's values are tightly woven through the fabric of daily life.

Bullying hardly ever happens. If pupils have a friendship problem, they trust adults to help sort it out. Pupils feel valued by staff. As one pupil said during the inspection, 'We are all cared for equally.'

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

Leaders have developed an ambitious and well-sequenced curriculum across all subjects. The curriculum is similarly ambitious for pupils with SEND, helping them to achieve well. Pupils with SEND are supported effectively by skilled staff who break down learning into smaller steps. In early years, the curriculum that pupils learn is also well considered. Staff ensure children develop a broad vocabulary and are confident in simple mathematics. This prepares them well for their learning in key stage 1.

Staff have strong subject knowledge across nearly all subjects. For example, in mathematics, they ensure pupils use specific vocabulary and learn through a range of well-chosen activities. In early years, staff plan activities that help children gain important and useful skills. These include using scissors safely and identifying birds using binoculars. In a few subjects though, staff do not have such strong subject knowledge. They sometimes choose activities that do not support learning effectively. Here, pupils do not learn as well as they could.

Teachers assess how well pupils remember what they have been taught effectively. Pupils retain their learning, building on previous knowledge well. If pupils have not understood the key ideas thoroughly enough, teachers give them extra support.

Learning to read well is very important in Sarisbury. The school is full of books that pupils love. The youngest children in Reception visit the library regularly and enjoy voting for class books. Older pupils discover interesting facts from non-fiction books and become more fluent readers. Leaders have recently introduced a new phonics

scheme. They have trained staff to deliver the programme well. Children learn to read and spell words confidently. Where pupils have previously fallen behind in reading, leaders make sure they get additional help to catch up quickly.

Pupils behave well. Pupils concentrate well on their learning. Even the youngest children in early years focus hard on their activities for sustained periods. They play together harmoniously and independently. However, very occasionally, pupils use unkind language. Leaders make sure pupils understand why this is not appropriate. The school 'characters' are very useful if this happens. Pupils describe how 'Caring Carla' teaches them about respect and kindness.

The personal, social and health education curriculum teaches children about healthy relationships and keeping safe. Pupils confidently describe ways to stay safe online. Pupils are taught how to be physically healthy, for example taking part in traditional games and structured activities at playtime. Leaders also give pupils the experience of different faiths and cultures through 'open the book' sessions. Pupils describe the importance of all people being equal.

The school is well led and managed. Governors have an accurate view of the school's strengths and areas that need further improvement. They make regular visits to school and provide helpful support for leaders. Leaders are reflective and determined that all pupils, particularly pupils with SEND or those who are disadvantaged, are happy and successful in school. Leaders treat staff with consideration and are mindful of workload. Staff, including those new to teaching, are proud and pleased to work here. Parents also endorse the work of the school unanimously. Parents are very pleased with the education their child receives, most notably parents of pupils with SEND. As one parent commented, 'This is a lovely school where the staff really look out for the children.'

Safeguarding

The arrangements for safeguarding are effective.

The knowledgeable and experienced safeguarding team ensures staff are well trained. Leaders give staff regular and helpful safeguarding updates. There is a culture of vigilance in the school, with all staff immediately reporting any concern they might have about pupils. Leaders have put well-organised and comprehensive systems in place. This means that they have detailed information about any child who may need support. Leaders seek advice from external partners and are determined to get the most appropriate help for children and their families. Recruitment checks on new staff and volunteers are thorough and timely. Pupils are taught how to keep themselves safe and have an age-appropriate awareness of internet safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects are not taught as well as they could be. Teachers' subject knowledge is not strong in these subjects. This means that teachers do not always choose activities that best support what they want pupils to learn. Leaders should ensure that staff receive professional development to improve their subject knowledge and activity choices.

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	116012
Local authority	Hampshire
Inspection number	10256346
Type of school	Infant
School category	Maintained
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair of governing body	Patricia Lane
Headteacher	Charlotte Weavers
Website	www.sarisburyinfants.co.uk
Date of previous inspection	7 and 8 December 2009

Information about this school

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

- Sarisbury Infants is a maintained school in Hampshire.
- The headteacher has been in post since 2009.
- The school uses an external provider to run a breakfast and after-school club.
- Currently, the school does not use any alternative provision.

Information about this inspection

- 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 this into account in their evaluation of the school.
- Inspectors held a range of meetings with the headteacher and senior leaders including the special educational needs coordinator and teaching and support staff.

- The lead inspector met with eight members of the governing body and talked to a representative from Hampshire local authority.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, music, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. The lead inspector heard pupils read aloud to a known adult.
- Inspectors checked a range of policies and documents, including the school's single central record. They also reviewed the school's website and other records regarding the welfare of pupils.
- Inspectors gathered evidence to explore the impact of pupils' behaviour and the school's wider curriculum.
- Inspectors talked to pupils and staff throughout the inspection to gain their views about the school. This included the views of pupils and staff submitted via Ofsted's confidential surveys.
- Inspectors talked with parents at the start of the school day and considered the views of parents submitted via Ofsted's parent survey.

Inspection team

Maria Roberts, lead inspector	His Majesty's Inspector
Linda Appleby	Ofsted Inspector
Matt Batchelor	Ofsted Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023