

Inspection of Shakespeare Infant School

Shakespeare Road, Eastleigh, Hampshire SO50 4FZ

Inspection dates: 25 and 26 April 2023

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

This school was last inspected 14 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?

This is a well-run school, with happy pupils who love attending. Leaders have high expectations for all pupils. The school's motto of 'we care' is evident throughout all aspects of the school's work.

Pupils work hard. The school's learning values, such as independence, collaboration and emotional intelligence, support pupils well in understanding to care for others, how to behave and learn. For example, 'Lucy Ladybird Time' teaches pupils to notice each other's positive behaviours and pay compliments to friends. Pupils understand what bullying is and how to report any worries. Pupils feel listened to, valued and safe.

Leaders support pupils' talents and interests well. For example, all pupils in Year 2 learn to play the ukulele and samba drums. Pupils eagerly take on leadership roles to help others. The 'lunch bunch' leaders love helping younger children in the dining room.

The vast majority of parents and carers are full of praise for the school. As one parent wrote, summing up the views of many, 'It means a lot to have your child in a school you know they enjoy but also gets the best out of them.'

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

Leaders have worked diligently to ensure that the curriculum, in all subjects, is well sequenced from early years to Year 2. Recent work with the neighbouring junior school has supported leaders to prepare pupils well for their next steps in learning. Transition into Shakespeare Infants is incredibly well considered. This means that children get off to a flying start in early years and settle quickly. Leaders have established clear systems to identify pupils with special educational needs and/or disabilities (SEND). They support teachers to adapt work for pupils very effectively. As a result, pupils with SEND learn well.

Staff are passionate and knowledgeable about the subjects they teach. In most subjects, pupils develop precise knowledge that builds over time. Teachers know exactly what to focus on and check. However, in some foundation subjects, leaders have identified too much knowledge for pupils to remember. This leads to pupils not having time to learn this knowledge in sufficient depth. They do not remember clearly what they have been taught. Leaders are working on narrowing down content to what is the most important to recall for future learning. This has been very successful in science, for example.

Leaders prioritise reading well, and consequently pupils enjoy it. They love book assemblies, where they hear about new stories they can read. Leaders have recently introduced a phonics scheme. They have made sure that staff are experts in teaching early reading. From the start of Reception, children quickly develop a

secure understanding of phonics to help them read words. Pupils read books that match their phonics knowledge. Teachers carefully check the sounds pupils know. They identify swiftly those pupils who need targeted and skilled support to help them catch up. As a result, pupils are learning to read fluently.

There is an unwavering determination, driven by leaders, that pupils should thrive in their personal as well as academic development. Following the pandemic, leaders identified the need to broaden pupils' horizons and help pupils understand the world they live in better. In addition to a well-considered personal, social and health education scheme, leaders have developed 'We Care time' and well-being lessons. These coherently considered approaches contribute exceedingly well to pupils respecting others and themselves. In well-being lessons, for example, pupils learn self-care techniques, including strategies to support their mental health. Leaders encourage pupils to recognise their emotions very well.

Pupils behave exceedingly well in lessons and around the school. Low-level disruption is extremely rare and dealt with swiftly. Pupils know and understand the four 'golden rules' deeply. They explain exactly what the rules mean and how to show the desired behaviours. As a result, attitudes to learning are exemplary. Pupils think about others, are caring of their friends, show excellent manners and try their best. For example, in the woodland area at lunchtime, pupils take safe and appropriate risks while swinging on the trees. Pupils enjoy being active and learning about healthy lifestyles.

Staff appreciate the effort made by leaders to support their well-being and their skill base. Leaders and governors have prioritised investment in developing staff's professional development. This has contributed to a workforce who are proud to work at Shakespeare Infants. Governors know the school well. They hold leaders to account effectively for the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The motto of 'we care' sets the culture of keeping pupils safe. Staff notice any change in a pupil's behaviour. Leaders train adults well. Staff know what to do if they have a concern. Leaders regularly provide staff and governors with safeguarding newsletters. These keep all adults abreast of updates about their responsibilities and possible risks. Leaders act quickly and work closely with external agencies to ensure timely help for individual pupils. Relationships between staff, pupils and parents are strong.

Leaders have sequenced the curriculum carefully to help pupils learn how to keep safe. This includes online safety and self-care.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of foundation subjects, leaders have not narrowed down the essential knowledge that pupils need for future learning. Therefore, teachers do not know the most important knowledge to check and recap. Leaders should continue their work to refine the curriculum and make sure that all staff know what needs to be learned and remembered and the best ways to help pupils secure that knowledge.

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	115888
Local authority	Hampshire
Inspection number	10256329
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair of governing body	Damon Lacey
Headteacher	Nikki Wilson
Website	www.shakespeareinfantschool.co.uk
Date of previous inspection	7 and 8 May 2009, under section 5 of the Education Act 2005

Information about this school

- The current headteacher took up her role in September 2020.
- The school does not currently use 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.
- Inspectors held meetings with senior leaders, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and art and design. Inspectors spoke to subject leaders, staff and pupils, visited lessons and looked at samples of pupils' work. An inspector heard pupils read to an adult from the school.

- Inspectors also considered the curriculum, met with subject leaders and looked at samples of pupils' work in some other subjects.
- The lead inspector met with six members of the governing body, including the chair. She held a telephone call with a representative of the local authority.
- Inspectors reviewed the school's safeguarding arrangements. This included safer recruitment checks and the schools' records of concerns. Inspectors also spoke to staff, governors and pupils about safeguarding.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and school improvement plan.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- Inspectors took into account parents' responses to the online survey, Ofsted Parent View, including parents' free-text comments. An inspector spoke with a number of parents at the beginning of the school day. They also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Lea Hannam, lead inspector	Ofsted Inspector
Jill Digweed	Ofsted Inspector
Jon Hills	Ofsted Inspector

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