

# Inspection of a good school: Denmead Infant School

Hambledon Road, Denmead, Waterlooville, Hampshire PO7 6PN

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Inspection dates: 23 and 24 May 2023

## Outcome

Denmead Infant School continues to be a good school.

## What is it like to attend this school?

Pupils say that 'every day is a learning adventure' at Denmead Infant School. Pupils feel happy and safe and are well looked after. This is seen around the school through the warm and positive relationships with adults. Pupils know the school rules of 'kind hands, feet and mouths' and, as a result, say that everyone is kind at this school. They say they are one big family. Pupils know that everyone is different, and that difference is celebrated in their school. Pupils say that everyone is welcome here. Staff celebrate the values and learning behaviours in assemblies, so all pupils can clearly understand them.

Leaders have high expectations of behaviour. This is seen in the excellent conduct around the school and in lessons. Pupils demonstrate highly motivated learning behaviours in the classroom. From Reception class, children are able to work well independently or to collaborate in small groups. In the classrooms, pupils enjoy their activities and tasks set for them. This allows for a high degree of focus and engagement in learning challenges. Pupils feel well supported by their teachers and know they will get help if needed. Leaders are determined that staff understand pupils' needs, and work to create an inclusive environment.

Pupils play well with each other at lunchtimes and engage in a range of activities available to them. They play confidently and happily. Pupils say that bullying is rare and that they know whom to go to if they have a worry or concern. Pupils know about keeping safe and looking after each other.

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

Leaders have designed a well-sequenced curriculum. The curriculum clearly maps out the knowledge, skills and vocabulary children are to learn. Leaders have ensured that the curriculum builds on prior knowledge and allows pupils to revisit key aspects of their learning. Teachers are well supported by subject leaders, who have set out clear expectations of curriculum delivery. Leaders provide a broad range of staff training to ensure high-quality teaching. Staff present information clearly in a way which helps pupils

understand. However, pupils have not yet made links in their learning to the subject they are learning about. As a result, knowledge is not remembered over time and children are unable to draw on information when asked.

Leaders ensure that all pupils can access the full curriculum offer. This includes pupils with special educational needs and/or disabilities (SEND). Leaders ensure there is detailed tracking of pupil attainment and look to identify those who may need additional help. Pupils are fully included in learning. Teachers ensure that all pupils keep up with their peers and do not fall behind in their learning. There are many resources available for all pupils to use to support their learning. Pupils with individual support plans are set clear targets. This helps them access the full curriculum offer. Parents recognise the strong support for pupils with SEND.

Children in the early years are taught to read as soon as they start school. This helps them develop their understanding of the sounds letters make. Leaders have introduced a new phonics scheme, which is taught well across the school. Books are appropriately matched to sounds. This is not just for pupils' reading books but also matched to the guided reading scheme teachers use. Pupils love reading. Teachers check pupils are making progress in the phonics scheme. When required, they will quickly intervene if additional support is needed. Pupils have access to a well-equipped library in school and visit it regularly. Leaders have carefully selected and mapped key texts for pupils to read during class time. These texts link to a broad range of diverse themes. Pupils know a range of authors and the books they have written.

Pupils know their 'learning superheroes', which are in place to encourage pupils to have positive attitudes to their school life. Staff use these to celebrate achievement such as resilience in learning or trying something new. Pupils, therefore, work well in class and are actively engaged in their learning. Pupils are offered a broad range of clubs and activities to take part in. There are also many young leadership opportunities to take part in, such as being school council members, play leaders and eco-warriors. The school provides support for local service families through their 'mini heroes' group. The school is also involved in local community events, including fundraising activities.

Staff are proud to work at this school and feel well supported by leaders. Governors and leaders ensure that staff have a voice, and listen to their concerns. Staff appreciate this approach and feel listened to. Leaders have taken steps to reduce the burden of planning. Staff feel this approach works well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand how to identify pupils who may be at risk of harm. They report any concerns they have quickly. Leaders ensure that they keep detailed records of concerns raised. Staff and governors receive regular training and updates. All pre-employment checks are carried out appropriately. Governors assure themselves that there is a robust safeguarding culture in school. They have action plans and audits in place to ensure that

they understand the process the school has in place. They use these to challenge and support.

Pupils understand how to keep themselves safe. This includes online safety as well as other dangers that they may be exposed to.

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

### **(Information for the school and appropriate authority)**

- Pupils are not fully able to recall some subject-specific knowledge, especially when asked about their learning in individual subjects. Leaders should consider how best to ensure teaching builds pupils' substantive knowledge over time in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

## **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

<b>Unique reference number</b>	115882
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10269065
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kathy Davis
<b>Headteacher</b>	Jane Clabon
<b>Website</b>	<a href="http://denmeadinfantschool.co.uk/">http://denmeadinfantschool.co.uk/</a>
<b>Date of previous inspection</b>	20 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school uses one alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, the SEND coordinator, subject leaders, teachers, governors and a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics and religious education. During the deep dives, the inspector spoke with leaders, visited lessons, looked at examples of work and spoke with pupils.
- The inspector looked at a range of documents, including school improvement plans and minutes of governors' meetings.
- The inspector considered the responses from parents, pupils and staff to surveys issued at the time of inspection.

## **Inspection team**

Simon Woodbridge, lead inspector

His Majesty's Inspector

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