

Inspection of Alverstoke Community Infant School

Ashburton Road, Alverstoke, Gosport, Hampshire PO12 2LH

Inspection dates: 10 and 11 October 2023

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

This school was last inspected under section 5 of the Education Act 2005 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 graded inspections under section 5 of the Act. 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 graded inspection.

What is it like to attend this school?

This is a warm and welcoming place to learn. Pupils behave well. The 'wonderful walkers' promote excellent conduct around the school site. Pupils are kind. They know how to be a good friend and look out for one another. At breaktime, they thoughtfully encourage others sitting on the 'buddy bench' to join in their games.

Pupils thoughtfully explain how they feel safe in school because they have trusted adults who they know are there to support them. Pupils learn important strategies to keep themselves safe in their local area. They have a detailed understanding of water safety, knowing how important this is in a school close to the sea.

Pupils learn from an exciting and ambitious curriculum that meets their individual needs. They respond positively to the high expectations set for them. The school's 'learning characters' develop pupils' resilience and ability to collaborate effectively in lessons. Consequently, pupils show enthusiasm for learning and achieve well.

Pupils benefit from a rich variety of experiences, trips and extra-curricular activities. They enjoy performing in a band, learning to dance or being creative in the arts club. Regular visits from scientists, and medical and military professionals build pupils' interest in and understanding of the world around them.

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

The programme for personal development is exceptional. The attention to pupils' well-being is a strength of the school. Daily mindfulness sessions help to develop pupils' self-awareness. Staff provide expert pastoral care for all pupils, including those with parents in the armed forces. These pupils benefit from the sense of community created within the regular 'service club' meetings. The meticulously planned personal, social and health education curriculum ensures pupils develop inclusive attitudes. Consequently, pupils value diversity and learn to treat others with respect. Pupils gain an appreciation for others' points of view during regular 'circle time'. Their learning is enriched through a stimulating range of educational trips. In Reception, regular visits to local parks enable children to learn about and enjoy the different seasons.

The school has designed a broad and balanced curriculum. It is well planned and sequenced across all subjects. Careful attention is given to the knowledge and skills that pupils should learn at each stage. This begins in early years, where children's understanding builds step by step in readiness for key stage 1. The curriculum is adapted appropriately for pupils with special educational needs and/or disabilities (SEND). Staff know these pupils' needs well and provide targeted additional support when required.

Across most subjects, pupils, including those with SEND, learn very well. Staff are well trained to teach the school's curriculum. They ensure that pupils learn the required vocabulary to help explore and explain what they are learning. In early

years, teachers plan conversations to have with children that develop their communication skills. Teachers present new information in a variety of effective ways. They make use of technology to show images and videos when appropriate. For example, in physical education, they show videos that help pupils learn new movements. Pupils' learning is checked on frequently and gaps addressed swiftly. However, in some subjects, pupils' understanding is not as secure as leaders intend. This is because the choice of activities selected does not always match well with what pupils are learning. At times, the skills that pupils should learn are not broken down into manageable chunks.

Pupils quickly become confident readers. The school has very recently introduced a new phonics scheme to further strengthen the knowledge and skills of staff in helping pupils learn to read. The programme in place clearly sets out the sounds and words that pupils should learn each day. Teachers recap what pupils have learned recently, helping commit this to long-term memory. If pupils find learning to read more difficult, help is provided. The school recognises the importance of further developing staff expertise in teaching the new scheme to ensure pupils continue to become keen and fluent readers.

Pupils and staff have warm relationships built on mutual respect. Pupils respond positively to the rewards and acknowledgement they get for doing the right thing. Consequently, most pupils behave very well. A small number of pupils do not always focus as consistently well as the school intends. Leaders are continuing to raise their expectations to address this.

Leaders, including governors, are resolute in their drive to continue to improve educational standards. They know exactly what needs to continue to improve further and are taking appropriate action. The school engages well with parents, who are highly positive about the provision for their children. Many appreciate how frequently they are invited into school to gain further understanding of how to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The phonics scheme that the school is using has very recently been introduced. Leaders are continuing to embed this curriculum. As yet, some staff do not have the same expertise to be able to deliver all aspects of the programme as effectively as leaders intend. Leaders should continue their work to embed the phonics scheme so that all pupils are able to achieve highly in reading.
- In some subjects, planned activities do not always help pupils to practise and secure the knowledge and skills they need. This means that some pupils do not

always consistently develop their understanding. Leaders should ensure that teachers plan activities to build knowledge and skills consistently well across the whole curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116169
Local authority	Hampshire
Inspection number	10267891
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	178
Appropriate authority	The governing body
Chair of governing body	Nicola Pendleton
Headteacher	Vanessa Ridler
Website	www.alverstokeinfant.co.uk
Date of previous inspection	4 and 5 November 2010, under section 5 of the Education Act 2005

Information about this school

- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The lead inspector met with governors and a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, the lead

inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspectors considered the responses to the confidential Ofsted surveys for staff and pupils, and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

Lizzie Jeanes

Ofsted Inspector

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