



# Shakespeare Infant School

## Inspection Report

**Unique Reference Number** 115888  
**LEA** Hampshire LEA  
**Inspection number** 279696  
**Inspection dates** 27 April 2006 to 28 April 2006  
**Reporting inspector** Hilary Bonser AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant	<b>School address</b>	Shakespeare Road
<b>School category</b>	Community		Eastleigh
<b>Age range of pupils</b>	5 to 7		SO50 4FZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02380573888
<b>Number on roll</b>	243	<b>Fax number</b>	02380366414
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Graham Woolford
<b>Date of previous inspection</b>	4 October 1999	<b>Headteacher</b>	Mrs Jane Skinner

<b>Age group</b> 5 to 7	<b>Inspection dates</b> 27 April 2006 - 28 April 2006	<b>Inspection number</b> 279696
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is similar in size to many infant schools. Pupils come from a variety of economic backgrounds. About a quarter of them come from beyond the immediate neighbourhood. The proportion of pupils with learning difficulties and disabilities is above average. The proportion of pupils from minority ethnic groups is below average and very few are at an early stage of learning English. Standards on entry to the school are below average overall. The current headteacher was appointed in 2002.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school that provides good value for money. Parents and pupils justifiably hold the school in high regard. The outstanding leadership of the headteacher has resulted in effective school action to bring about significant improvements in pupils' progress, standards and personal development since the last inspection. The quality of education is now good in all year groups. Pupils are taught well and enjoy an interesting, relevant curriculum. Children receive a good start to their education in the reception classes and make good progress throughout the school, reaching above average standards by the end of Year 2. Rigorous assessment and tracking of pupils' progress have contributed to this. A particular strength is the way information from this is used to provide wide ranging individual support for pupils who are not getting on as well as they should. This strong provision has recently been extended by involving each pupil in setting individual targets and in assessing their own progress. However, these developments have yet to have a significant impact on pupils' learning.

Pupils' personal development is good. They behave well and really enjoy coming to school. This is not fully reflected in the average rate of attendance. Although the school has worked hard with parents to improve attendance, too many pupils are still absent due to family holidays in term time. Pupils are looked after and supported well. Strong links with parents, other schools and agencies reinforce this good level of care. In general, the school identifies its strengths and areas for development accurately and is well placed to make further progress.

### **What the school should do to improve further**

- Reduce the level of pupils' absence caused by holidays taken in term time.
- Help pupils to assess their own progress more effectively and to make better use of the targets teachers set for them to improve their learning.

## **Achievement and standards**

### **Grade: 2**

Children do well and most reach the learning goals expected by the end of their reception year. Very good induction arrangements and a good balance of stimulating activities contribute to this. In Years 1 and 2, boys and girls of all abilities and backgrounds continue to make good progress. Performance in the Year 2 national tests in English, mathematics and science rose to broadly average after the last inspection. Further improvement to above average standards in 2005 is being maintained this year, even though there are more pupils in Year 2 with learning difficulties and disabilities. Comprehensive provision for these pupils helps them to achieve well. Carefully tailored support or extension, where needed, helps pupils of all abilities to meet the challenging National Curriculum targets the school sets for the end of Year 2. The school analyses test results carefully and adjusts what is taught in areas where pupils are not doing so well. In reading, for example, much more

emphasis is now given to the teaching of phonics and more challenging work is given to the more able readers.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good. Pupils are well behaved in classrooms and around the school. They are attentive and concentrate well in lessons, as a result of good training in the reception classes and the high expectations of teachers across the school. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in their moral and social development. Although attendance has risen to broadly average, the number of holidays taken in term time hinders further improvement.

Pupils show real enjoyment of school. One pupil commented that: 'They keep you happy and entertained, and they educate you!' Pupils are good at adopting healthy lifestyles. They take advantage of opportunities to eat fresh fruit and drink water during school time, and of physical exercise such as the lunchtime Huff and Puff activities. Pupils feel safe from bullying at school, and confidently use the 'Turtle' position to indicate occasional distress. A range of activities with local organisations and charities enable pupils to make positive contributions to the school and community. 'Children's Voice' allows pupils to make a good contribution to the school and supports the development of their economic well-being, for instance, through planning the use of their termly budget.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching helps pupils to achieve well and enjoy learning. In the best lessons, teachers' subject expertise and lively approach capture and hold the pupils' attention. Good use of assessment information means that questions and activities are pitched at exactly the right level to move on their learning. Teachers plan and work closely with the learning support assistants. This enables them to help pupils very effectively, especially as they are used flexibly to give their skilled help to pupils who most need it.

Teachers make good use of several recent initiatives to improve pupils' learning. The regular use of 'talking partners', role play and drama helps pupils effectively to shape and express their ideas more easily. This also increases their confidence and skills in writing. Teachers use well-planned links between subjects to provide exciting contexts for learning. In Year 1, teachers used pupils' enthusiasm and interest in the fate of the Titanic to extend their writing skills, resulting in many high quality diary entries by the 'passengers'.

Although all teachers now set individual targets for improvement in English and mathematics, most do not focus pupils' attention on them effectively in lessons.

Similarly teachers do not involve pupils well in assessing their own learning. Consequently, these developments are not yet having sufficient impact on pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad, balanced and well planned to meet statutory requirements and the needs of all pupils. Teachers are improving the links made between subjects to make learning more interesting and relevant to pupils. The arrangements for grouping pupils for English and mathematics cater effectively for pupils' differing abilities. Pupils are enthused by the opportunity to use information technology. In mathematics, the effective use of the new interactive whiteboards has helped less able pupils to a better understanding of difficult ideas such as place value. Planning for many subjects includes a 'Wow' factor, such as a visitor to the school, or a visit to a place of interest, to create excitement for pupils. Enrichment activities include termly whole-school themed weeks, such as 'Intercultural Week'. There is a good number of well-attended extra-curricular activities, such as gardening, reading, sports and computing. Pupils' self-esteem is fostered well through the range of opportunities in and beyond the formal curriculum.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support provided by the school are good. Relationships between pupils and school staff are very good, and this makes a major contribution to the school's caring ethos and to pupils' enjoyment of school. Parents are confident that their children are well cared for. The support assistant who fosters emotional literacy has had a good impact on the personal well-being of vulnerable pupils. The school works well with parents in almost all respects to ensure pupils make good progress. Teachers make good use of numerical target-setting to help raise achievement, but pupils are not as aware of their own English and mathematics targets as they could be. Arrangements for child protection are effective; procedures are clear, and have been drawn up with the full involvement of governors, and school leaders and teachers are alert to possible child protection issues. Matters of health and safety, and risk assessment, are also addressed through clear policies and procedures and are effectively monitored.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher provides outstanding leadership. She has a very clear sense of direction that is fully focused on raising standards and achievement in all areas of pupils' learning. She has motivated and enabled all staff to contribute effectively to this through a strong emphasis on supportive teamwork that is underpinned by comprehensive and rigorous monitoring

and evaluation. This has resulted in significant improvements in the progress pupils make, the standards reached, pupils' personal development and the indoor and outdoor learning environment. The school shows good capacity for further improvement.

The headteacher is assisted well by the deputy headteacher, year leaders, senior and subject managers. They are fully involved in the detailed monitoring of pupils' learning and progress. Through this, the attention to individual needs, which is a hallmark of the school, has a considerable impact on pupils' achievement. As one parent commented, 'The school cannot do enough to help every child in everything they do.'

There is a rigorous and mainly accurate process of self evaluation on which the school improvement plan and priorities for development are based, in which the views of staff, governors, parents and pupils are taken into account. Performance management is used well to support current priorities. Governors are well informed through their monitoring activities. They question, contribute to and support the work of the school effectively. The school works hard and generally successfully to establish a strong partnership with parents, who hold the school in very high esteem.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to let you know what we found out when we visited your school. Thank you for taking part in the inspection. We enjoyed seeing you at work and at playtimes and liked talking to you. There are lots of things we like about your school.

We liked these things the most: \* You behave well, work hard and enjoy your lessons and playtimes. \* Your headteacher runs the school very well indeed. \* The school makes sure that you each have exactly the kind of help you need to help you do well. \* The school provides interesting and exciting things for you to do and looks after you well. \* You understand the importance of eating the right things and taking plenty of exercise. \* The school listens to you when you suggest how things could get even better. \* Your teachers are good at helping you to learn new things and making sure you are getting on well. \* We agree with your parents that you go to a good school.

We have asked your teachers to: \* Encourage your parents not to take you on holiday in term time. \* Remind you of your targets and involve you in thinking about how well you are doing. Thank you again.

Yours sincerely,

Hilary Bonser

Lead Inspector