



# Riders Infant School

## Inspection Report

**Unique Reference Number** 115909  
**LEA** Hampshire LEA  
**Inspection number** 279700  
**Inspection dates** 16 November 2005 to 17 November 2005  
**Reporting inspector** Peter Thrussell AI

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

|                                    |                    |                           |                           |
|------------------------------------|--------------------|---------------------------|---------------------------|
| <b>Type of school</b>              | Infant             | <b>School address</b>     | Kingsclere Avenue         |
| <b>School category</b>             | Community          |                           | Leigh Park                |
| <b>Age range of pupils</b>         | 4 to 7             |                           | Havant, Hampshire PO9 4RY |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 02392475258               |
| <b>Number on roll</b>              | 171                | <b>Fax number</b>         | 02392492127               |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs W Osgood              |
| <b>Date of previous inspection</b> | 12 June 2000       | <b>Headteacher</b>        | Mrs Janet Hayward         |

|                            |   |                                    |
|----------------------------|---|------------------------------------|
| <b>Age group</b><br>4 to 7 | <b>Inspection dates</b><br>16 November 2005 -<br>17 November 2005 | <b>Inspection number</b><br>279700 |
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Riders is a smaller than average sized infant school. It serves an area of considerable deprivation. The percentage of pupils eligible for free school meals is very high. The vast majority of pupils are from White British backgrounds. As they start in reception, children's social and communication skills are poor. Across the school, a very high proportion of pupils have learning difficulties.

## **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. Pupils are extremely well cared for, feel safe and enjoy coming to school. Outstanding links with other schools and agencies reinforce this care. In spite of the school's best efforts, attendance is below average. The quality of education throughout the school is good. Children make a good start in the reception year. Teaching is good and contributes to the pupils' good progress. Nevertheless, standards at the end of Year 2 are overall below average. Information on how well pupils are doing and their progress is used effectively to organise learning groups and to identify those who need extra support. The school makes very good provision for the very many pupils who have particular learning difficulties. Last year the school met its targets set in writing and mathematics, but a small number of pupils failed to meet their reading targets. Pupils' personal development is good. Many opportunities are provided for pupils to work and play alongside each other. This helps to foster very good relationships, the care they show for each other, and their good behaviour. The leadership of the head teacher is good. She is well supported by her deputy and an effective team. The school has clearly identified its strengths and where it could improve further. It provides good value for money and is well placed to improve.

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

What the school should do to improve further: \* Raise standards in reading\* Work further on improving attendance

## **Achievement and standards**

### **Grade: 2**

Standards on entry to reception are well below those expected. They are particularly low in social development and communication. Improved planning is now providing more structured opportunities and encouragement for speaking and listening and for personal and social and emotional development. As a result children make particularly good progress in these areas. Overall, however, children make good progress although few fully reach the learning goals expected at this age. In Years 1 and 2, pupils continue to make good progress in basic skills. Boys and girls mostly meet the challenging targets set for them. With a high proportion of pupils having learning difficulties, the school's performance in national tests for Year 2 in reading, writing and mathematics has consistently been below national averages. In 2005, now with a much higher proportion of pupils with learning difficulties, standards fell further in reading. Levels of attainment have been effectively maintained in writing, particularly through stressing its use in other subjects. In mathematics they have been maintained by focussing on recording and problem solving. In reading, the school is working hard to help and encourage more parents to support their children's reading at home. Pupils with learning difficulties make good progress in meeting the learning targets set for them. This is due to the close attention given to their individual needs and the high level of support provided.

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

### **Grade: 2**

Pupils' personal development is good. They enjoy school, are keen to learn and join in activities enthusiastically. Pupils learn to co-operate with each other and to work and play together sensibly. The school encourages this good behaviour through a very clear system of rewards and sanctions. Pupils are particularly pleased when their good behaviour or effort is recognised. For example, they are very proud to be chosen to attend 'Golden Assembly', to be congratulated in front of their parents and a chosen friend. This helps them to grow in confidence and maturity. Pupils' spiritual, moral, social and cultural development is good. The children recognise differences and similarities between people through work on universal themes such as children's rights and responsibilities. From the early years onwards, pupils learn that it is important to stay safe and have a healthy lifestyle. The school 'token' system helps children understand that responsible behaviour and helping others can bring rewards as they collect points towards a small toy. It also encourages them to think about saving as they build up their tokens for better toys. Attendance is below average but is improving very gradually. The school has been successful in reducing unauthorised absence through its work with parents.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall. From the early years onwards, teachers work to develop pupils' language and number skills. Activities in the Foundation Stage are organised so that adults provide a balance of effective teaching and opportunities for the children to learn through play. As a result, children enjoy the activities, concentrate hard and achieve well. Throughout the school, teachers have clear routines which encourage good behaviour and learning. Their enthusiasm means that pupils are keen to learn. For example, Year 1 pupils couldn't wait to spot their 'words of the week' in a book about recycling rubbish. Teachers and other adults question pupils well to develop their understanding. Very good relationships between adults and children encourage pupils to 'have a go' and to persevere with their work. Teachers use information about pupils' progress to set challenging targets and plan lessons. They mark pupils' work regularly and provide pupils with helpful ideas on how they can make their work even better. As a result, pupils make good progress. In the best lessons, teachers also encourage all children to reflect on what they have learned and how well they have achieved their particular goals. The school is working to improve reading through a greater consistency in the teaching of phonics. Throughout the school, teachers and other adults quickly identify potential learning difficulties. Very effective teaching assistants provide extra support for these pupils through work in small groups, focused on developing particular skills. Pupils respond well to their particular challenges and make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum with a wide range of interesting activities for its pupils. It is regularly reviewed to ensure that the personal and academic needs of all pupils are met. The methods, planning and use of practical activities successfully build on the approaches in reception classes and contribute to effective progress. Planning takes very good account of pupils' safety through visits by the police and fire services. Clubs for sport and exercise, organised through the local sports cluster, and opportunities for healthy eating and drinking, very effectively promote healthy lifestyles. Good enrichment activities add further interest and enjoyment to pupils' learning. Good use is made of visits to broaden their experiences. Focus weeks, such as arts and environment weeks, are held each term, where the whole school combines to work on a particular theme. The school has developed good links between subjects, including information and communication technology, to draw on different skills and make learning more purposeful. In one lesson, good use of an interactive white board by pupils provided an exciting way of developing their literacy skills.

## **Care, guidance and support**

### **Grade: 2**

The level of care and concern shown towards pupils and their families is outstanding. From the Foundation Stage onwards, the children are well-known to staff and their individual needs are very carefully considered and provided for. Procedures and training for child protection are up to date and the arrangements for dealing with accidents and illnesses are good. Parents of pupils with special educational needs are kept fully informed of their children's progress. The staff have a strong commitment to all pupils. They monitor the progress of boys and girls, those with special educational needs, and pupils who may be more vulnerable. They take action to support pupils through effective work with specialist agencies offering help and advice. Pupils have targets, but not enough guidance is given to them on how they can improve. The school works very well with parents to make sure that they feel included in the school community and are able to help their children to achieve. A home school worker regularly meets parents to discuss their children's progress, or to share concerns. The school works hard to find new and more effective ways to include parents, for example, 'Tea with the Teachers' or family learning events. Parents are happy with the care and guidance and the way the school "helps each child".

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is ably assisted by the deputy headteacher and other senior managers. She gives clear direction for the school's work and focuses strongly on the all round development of pupils. The school is largely accurate in its self-evaluation and makes good use of gathered information to plan its improvement. There has been good improvement since the last inspection; target

setting is now more effective; governors are now more aware of the strengths and weaknesses of the school, they contribute to its self evaluation and are starting to question what the school does. The headteacher has built up a good staff team. Good training opportunities are provided for all staff that helps their professional development and contributes to school improvement. The Foundation Stage is well led so that provision in reception has improved; teachers' understanding of how children make progress in their learning is stronger than at the last inspection. The provision for pupils with learning difficulties is effectively managed. Subject leadership is good. Learning is monitored through looking at planning and pupils' work, and talking with pupils. Some formal lesson observations are carried out that identify strengths, and areas for improvement, which become part of teachers' performance management targets. These are helping to maintain and improve the quality of teaching and learning. There are good systems for monitoring how well pupils are doing and setting targets for them to work towards. Careful checks are made on their progress and additional support is provided where necessary. Through this, a weakness in reading has been identified, which the school is taking action to remedy. The school manages its finances efficiently to maintain high levels of adult support.

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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> |
|--|-----------------------|--------------|

### 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?  | 1   | 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   | 3 | 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 | 2   | 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   | NA  |
| <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**

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 spoke to many of you during our visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all of the things that you do.

We liked these things the most: \* You behave well, work hard and enjoy your lessons. \* Your teachers work hard and help you to learn effectively. \* The school is extremely caring and listens to you. \* Pupils who need extra help are well supported. \* There are many exciting and interesting things for you to do; we did like the wedding in assembly! \* You know all about eating the right things and the importance of exercise. \* Your headteacher and deputy headteacher do a good job.

We have asked the school to work on these things now: \* Improve the attendance of those of you who spend too much time away from school. \* Help your reading. Thank you again.

Yours sincerely

Peter Thrussell

Lead Inspector