



Fleet Infant School

Inspection Report

Unique Reference Number 116003
LEA Hampshire LEA
Inspection number 279722
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector George Rayner AI

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

Type of school	Infant	School address	Velmead Road
School category	Community		Fleet
Age range of pupils	4 to 7		GU52 7LQ
Gender of pupils	Mixed	Telephone number	01252613582
Number on roll	268	Fax number	01252624253
Appropriate authority	The governing body	Chair of governors	Mrs Jules Roome
Date of previous inspection	19 June 2000	Headteacher	Mrs Christine Clayton

Age group 4 to 7	Inspection dates 8 June 2006 - 9 June 2006	Inspection number 279722
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most. It serves a prosperous community in north-east Hampshire and the socio-economic circumstances of pupils are generally advantaged. Standards on entry to the school vary from year-to-year but were broadly average for the most recently arrived pupils. The proportions of pupils from minority ethnic groups, or at an early stage of speaking English, are low. The proportion with learning difficulties and disabilities is below average, but has been rising in recent years. The school has Healthy Schools status and is working towards the Investors In People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The inspectors agree with the school that its overall effectiveness is outstanding. It provides outstanding value for money. Quality and standards in the Foundation Stage are good. The highly positive responses of parents and carers show that they share these views. Pupils reach exceptional standards by Year 2 and their achievement is outstanding. An important reason is the excellent social and personal development that begins in the Reception classes, which powerfully supports pupils in becoming effective learners. Exceptional assessment procedures keep a careful track of all pupils' progress and ensure that they do not underachieve. An innovative and flexible curriculum ensures many exciting learning opportunities to motivate pupils.

Teaching and learning are good in the Foundation Stage and outstanding in Years 1 and 2. In the Foundation Stage staff have succeeded well in overcoming staffing turbulence and the introduction of a new curriculum. Here, teaching provides well for the needs of young children, but there is a need for more rigour in planning challenging outdoor activities. In Years 1 and 2 an exemplary aspect of teaching is the extent to which pupils' independence and capacity to think for themselves is encouraged.

Leadership and management are outstanding. Inspirational leadership galvanises all in the school to give of their very best. The school was very successful at the time of the last inspection and has improved further since then. This emphatically demonstrates its outstanding capacity to improve further.

What the school should do to improve further

andmiddot; Improve the planning for outdoor activities in the Foundation Stage to increase the level of challenge for all children.

Achievement and standards

Grade: 1

Pupils usually meet very challenging targets to reach exceptional standards by the end of Year 2 in reading, writing and mathematics. Their achievement is outstanding. In the Reception classes children make good progress towards most of their learning goals, and excellent progress in their personal, social and emotional development. The ability that most quickly develop to work productively with others and take responsibility for their own learning provides a strong foundation for their later progress. The school has recognised the need to improve the planning for outdoor learning in the Foundation Stage so that challenge and achievement are always as high as in other year groups.

Excellent achievement in Years 1 and 2 is due to a vibrant curriculum and teaching that succeed very well in exciting pupils and meeting the needs of all. The effective use of assessment to carefully track each pupil's progress and quickly identify those who need additional help ensures that all achieve as well as they can.

The school's commitment to providing high quality support for pupils with learning difficulties and challenge for the most able ensures that there are no significant variations in the achievement of different groups. Staff analyse progress very effectively to ensure that all pupils make as much progress as possible. They are aware for example that, while very good, the achievement in writing of the highest attainers is slightly lower than in their other subjects and they are working successfully to rectify this.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They demonstrate exceptional social, moral and spiritual development through their excellent behaviour and consideration for others. They are extremely kind and caring to each other and courteous to teachers and other adults. They enjoy very good opportunities for cultural development and spoke with enthusiasm about recent lessons in which they learned about India and the Sikh religion.

Pupils say with conviction that they enjoy coming to school. One girl said, 'I wake up very happy on school days.' They show their enjoyment through their good attendance and enthusiastic participation in school activities. They are very willing to suggest ways in which the school could become even better. For example, the school is currently improving assemblies, following suggestions from pupils who thought that they should be more involved.

The school provides very good advice on how to be healthy and safe. Pupils know why fruit and vegetables need to be an important part of their diet. They understand well the need to have a rota to ensure all have fair opportunities to use the climbing equipment during playtimes.

The school is currently setting up a school council. Pupils already show considerable knowledge of how to conduct meetings and understand why rules are needed. Even without a school council, pupils have good opportunities to contribute ideas through regular class meetings. Their outstanding willingness to contribute to the community is shown by their high involvement in charity projects. They fully accept responsibility for organising these, for managing the funds gathered and for choosing the charities - as when running a coffee stall for parents in aid of Childline. These activities contribute strongly to pupils' excellent preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall. They are good in the Foundation Stage. Teachers provide very well for the wide range of pupils' needs and fully challenge all. An exemplary aspect is the encouragement of pupils' independence and capacity to think for themselves. This was particularly well demonstrated as pupils used the outside environment for exploratory work in mathematics and science. Pupils are fully involved,

excited by their learning and highly motivated. They demonstrate a strong capacity to work productively together. Relationships are excellent. Pupils blossom in this highly positive environment and quickly develop confidence and maturity.

There has been a high level of staff change in the Reception classes, in relation both to teachers and support staff. In spite of this, teaching is well geared to the way in which very young children learn. The main area for development is to be more rigorous in the planning of outdoor activities so that children are always fully challenged whilst working outside. Teachers mark pupils' work very well, giving praise to stimulate motivation and very effective guidance on how to improve. Pupils with learning difficulties are identified early. Support assistants work closely with teachers and contribute strongly to the very good support that these pupils receive.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. An innovative and flexible approach ensures that it is highly responsive to the needs of all. As a result it contributes strongly to the excellent progress that pupils make in all areas. A rich, interesting and stimulating curriculum is enhanced by the provision of specialist music teaching in excellent, purpose-built accommodation. Pupils have very good opportunities to learn how to improve their information and communication technology skills. During the inspection they were often seen using computers to enhance their learning in a range of subjects.

Considerable work has been undertaken to improve the appropriateness of the Foundation Stage curriculum for the learning of very young children. This has successfully ensured that children quickly develop the skills and confidence to work together and learn by exploring. An innovative and very effective approach is the use of 'Curriculum Enrichment Practitioners and prime; who focus on the development of pupils' key skills during lessons in which teachers have their entitlement to time away from classes. The programme for personal, health, social and citizenship education is well thought out and makes a significant contribution to pupils' personal development.

The curriculum is enhanced by an outstanding range of enrichment activities. Pupils' participation in clubs is high. They particularly enjoyed the way in which the outside environment was used as a context for learning during the 'School Grounds Week and prime;.

Care, guidance and support

Grade: 1

Care, guidance and support for pupils are outstanding. All in the school share a high commitment to the safety and security of pupils and fulfil their duties efficiently. Risk assessments are carefully carried out, procedures for child protection are implemented and staff have had the necessary training.

Academic support and guidance are excellent and are very important factors in pupils' outstanding achievement. The school has full, informative and coherent records. It uses these very effectively to track the progress of pupils and ensure that any who

might be in danger of underachieving are speedily identified and helped. Even the youngest pupils have a very good understanding of their own targets, how well they are doing and what they need to do to improve.

Leadership and management

Grade: 1

Leadership and management are outstanding. Together, the headteacher and deputy are an inspirational and highly motivating force, galvanising staff, governors and pupils into giving of their best. They have created a very good, professional team who work extremely well together. Governors make a very strong contribution to the work of the school. They ensure they are well informed and clearly enjoy being part of this dynamic school.

Subject leaders are fully involved in the development of their areas of responsibility, ensuring that high standards are maintained. Year group leaders have played a full role in planning the curriculum which so engages the pupils.

In the Foundation Stage, leadership has grappled with difficult circumstances including changes of key staff and substantial reorganisation of the curriculum. In spite of these challenges, a strong team approach has been maintained, with all staff fully involved in decision making, so that good overall provision has been preserved.

Highly effective self evaluation gives the school a very clear and accurate view of its performance and quality. Full advantage is taken of the guidance of local authority advisers to ensure that monitoring of teaching, learning and pupils' progress are rigorous and informative. Pupils, parents and carers are regularly asked for their views, for example, when parents were canvassed for the 'School Travel Plan'.

Leadership is forward thinking and self critical. It has ensured that the school has continued to improve yet further since its very successful previous inspection. It has set very challenging targets and ensured that these have been achieved. The school is amply demonstrating an outstanding capacity for continued improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	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	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	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	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Children

Thank you for welcoming us to your school. We really enjoyed our visit. We have decided that your school is outstanding. This means that it is very good indeed. You succeed very well in all of your learning. An important reason is that, as soon as children go into the Reception classes, you start learning how to listen attentively, work together and find things out for yourselves. In Years 1 and 2, teachers are very good at helping you to think for yourselves. The other grown ups in class help teachers very effectively to make sure that all of you have the best work for yourselves and get the help that you need. We were very impressed that, even the youngest children know your targets and how well you are doing.

The school plans many exciting things for you to do. We were pleased to hear that you like the clubs so much. We could see that you really enjoyed the School Grounds Week and that you worked very hard to make sure it was successful. The only thing we think needs improving is that the outdoor activities in Reception could be better planned to make sure that they always help children to learn well. We thought your behaviour is among the very best we have seen. You show that you enjoy school. One girl told us that she wakes up happy on school days. You are kind to each other and look after each other very well. The staff like the way you give them ideas to make the school even better. They really listened to your ideas about assemblies and are thinking about them.

Your headteacher and those who help her are excellent. All of the staff and governors care very much and work very hard for you to feel safe and do well. They know very well how they can make the school even better. Very well done to you all and good luck for the future.

Yours sincerely

George Rayner

Lead Inspector