



Sarisbury Infant School

Inspection Report

Unique Reference Number 116012
Local Authority Hampshire
Inspection number 279724
Inspection date 28 September 2006
Reporting inspector Michael Pye

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

Type of school	Infant	School address	Barnes Lane
School category	Community		Sarisbury Green
Age range of pupils	5-7		Southampton SO31 7BJ
Gender of pupils	Mixed	Telephone number	01489573800
Number on roll (school)	250	Fax number	01489570099
Appropriate authority	The governing body	Chair	Mrs Karen Dyer
		Headteacher	Mrs Sandy Keefe
Date of previous school inspection	5 June 2000		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school serves a semi-rural area of above average social and economic circumstances. This is becoming more mixed as a result of an increasing number of new homes being built. Pupils start in the September preceding their fifth birthday and are predominantly of White British heritage. Few speak English as an additional language. There are below average numbers of pupils with learning difficulties or disabilities. During the last two years there has been a considerable staff turnover.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school provides a good education for its pupils, as a consequence of effective leadership that has helped ensure good teaching and a good curriculum. It has some significant strengths on the pastoral side which have resulted in the very successful promotion of pupils' self-esteem. Consequently the care, guidance and support of pupils is outstanding as is their personal development and well being. One parent wrote 'it is a positive and well organised school which has an all-round excellent environment for the children'.

The school understands that pupils' personal and emotional development is vital to their academic achievement. It has introduced a wide range of strategies that contribute to the high quality of relationships within the school. Consequently, pupils trust the adults and are prepared to work hard and get involved in lessons. From Reception onwards pupils learn about how to handle their feelings and take a full part in the school community. Pupils demonstrate in their very good behaviour and attitudes that they enjoy school and feel safe. As a result, they achieve well.

Effective self-evaluation helps ensure that areas for development are accurately identified. For example, good teaching has been maintained because there are some innovative classroom observations conducted by senior staff. These lead to detailed discussions about how to further develop the skills of teachers. It also demonstrates the high value the school places on the professional development of staff. A strength is the approach to, and use of assessment

which effectively involves pupils in reviewing their own work. Consequently, pupils are developing very well as independent learners and take decisions about how to improve their own work. This contributes significantly to the progress that they make.

Children enter the school with skills and knowledge reflecting those of most four year olds. The well managed Foundation Stage curriculum gives children, from the beginning, good choices over what activities they pursue. These pupils progress well and make good progress in their social and emotional development. By the end of Year 2 most pupils have achieved well and attained standards which are above average. They do particularly well in reading. They make slower progress in writing where standards are only average by the time they leave. Higher attainers in writing and mathematics do not achieve as well as they might partly because teachers have missed opportunities to challenge them to consistently produce their best work.

What the school should do to improve further

- Ensure that higher attaining pupils are consistently challenged in maths and writing in order to raise standards.

Achievement and standards

Grade: 2

Achievement is good as a result of good teaching, and regular assessment that tracks pupils' progress carefully. Consequently, the school can quickly identify those requiring additional help, and pupils can see where they need to improve their work. For those pupils needing extra support there are good intervention procedures which are introduced at an early stage to help. As a result, all pupils, including those with learning difficulties and disabilities, make good progress.

Children enter the school with skills and knowledge broadly matching those expected of most four-year-olds. They make good progress towards their early learning goals, and their personal and social development and number work is particularly strong. In Years 1 and 2 their progress remains good. It is particularly strong in reading, where national test results are consistently well above average. This is partly the result of some good school-home links that reinforce the pupils' learning.

Some high attaining pupils underachieve in mathematics and writing because teachers do not have high enough expectations of what they can achieve.

Personal development and well-being

Grade: 1

The personal development and well being of pupils, including their spiritual, moral, social and cultural education is outstanding, and reflects the extremely effective strategies the school employs to develop pupils' self esteem and independence. The success of this commitment is demonstrated in the way pupils have confidence and relate so well to each other. They share, and take turns with the digital camera during 'independent learning' sessions based around expressing feelings. This is accompanied by controlled 'giggling' reflecting pupils' enjoyment of their learning. The school consistently reinforces the 'turtle' approach to controlling feelings and reflecting on relationships. This is successful in promoting positive attitudes and high standards of behaviour. Attendance is good and shows pupils' enjoyment of school.

Pupils have a very clear understanding about healthy living, and how to remain safe. They are very active during breaks and in regular physical education lessons. Pupils participate very well in the community, whether as class representatives during 'children have a time to talk' sessions, or when entertaining others in the wider community. The school's academic standards contribute significantly to the pupils' excellent preparation for later life. In the Foundation Stage they handle money, and older pupils visit the post office and purchase stamps for a letter writing exercise.

Quality of provision

Teaching and learning

Grade: 2

Pupils' progress well because teaching and learning are good. The school strives for consistent approaches in the classroom. For example, pupils benefit from teachers making the aims of lessons very clear to them. Pupils are expected to reflect upon their learning. They identify in 'how clever I am' sessions how they can improve their work, and become more independent learners. The school has identified the need for teachers to be more consistent in the quality of work they accept from pupils, particularly from high attainers in writing and mathematics. Very positive relationships underpin the good lessons; in the Foundation classes the pupils have already settled well and are relaxed around their teachers. Pupils say the 'teachers make the lessons fun'. Marking is supportive but would benefit from more consistent advice to pupils on how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and has some outstanding elements. Particular strengths lay in the topic approach and the personal development programmes. The topics stimulate pupils, encouraging more creativity, and providing very good opportunities for links between subjects. This is enabling pupils to apply their skills in different areas such as artwork as part of the 'sea' topic. In history they use pictorial evidence, to identify the development of seaside resorts during Victorian times.

The provision for pupils' personal and emotional education is very effective. Pupils develop independence well. Through using the 'Wishing Well' and the 'In the Spotlight' sessions pupils are encouraged to consider how to live in a community, and recognise the gifts and talents of others.

Road safety sessions for Foundation children help them to understand how to keep safe whilst riding their bikes. Pupils learn about the wider world through a wide range of clubs, visitors and visits. Although provision for basic skills is generally good, the curriculum does not fully meet the needs of higher attainers in maths and writing.

Care, guidance and support

Grade: 1

One parent wrote, 'The staff are very caring and supportive of the children and our daughter looks forward to going every day.' The school achieves this so well because it has a wide range of strategies which very successfully promotes knowledge of the pupil. Parents are very appreciative of the induction procedures into Foundation, with one parent writing that, 'The whole process of starting 'big' school has been made much easier than I could have ever imagined. This is due to the excellent induction process'. Parent workshops provide good communication opportunities as well as

helping the school get to know their parents. In school the emotional health of pupils is tracked and intervention takes place if necessary. The school is also prepared to access a wide range of specialist help on behalf of pupils and their families.

Pupils feel secure and safe and are consequently able to concentrate on their work. Moreover the school uses assessment very well to support pupils and to encourage them to become independent learners. Good assessment and one-to-one support enables pupils with learning difficulties and disabilities to progress well towards their targets.

Leadership and management

Grade: 2

Overall the leadership and management of the school are good. There are outstanding elements with regard to setting a clear direction for the school and in the quality of monitoring and development planning.

The innovative headteacher has a very clear vision for the school. Ably supported by senior managers, governors and parents the school has struck a very effective balance between good academic achievement and very positive personal development.

Very good processes of self evaluation and monitoring are embedded in the procedures and life of the school. These have enabled teaching to remain good, despite some major staff upheaval. This upheaval was handled well, reflecting the tried and tested procedures that exist. These include a very well planned induction programme that involves work-shadowing. The school has gone further by developing its own effective evaluation tool which will involve teachers more in reviewing their own performance. Developments, such as the emotional education and assessment programmes, are carefully trialled, and reviewed prior to whole-school introduction. The capacity to improve the school further is outstanding.

A very wide range of people are involved in development planning. Subject coordinators are increasingly taking responsibility for their areas. Occasionally actions to consistently challenge higher attainers have not fully impacted on achievement. The school has recognised parental views by introducing more varied appointment times for parent meetings, and in introducing 'ice-cooled' lunchbox trolleys.

The school has developed very effective links with outside organisations, including local schools who often share staff training. Governors are very supportive and involved in the school. They visit regularly and have an accurate understanding of the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You will remember my inspection visit to your school. I enjoyed talking to many of you, and listened carefully to what you had to say. Thank you.

I agree with you that the school is good, and like you feel that it is even better in some of the things it does.

The things I liked:

- How you work hard and make better progress than most pupils of your age, particularly in reading
- That you are well behaved and get along exceptionally well together. In the playground you share equipment and play together in such a friendly way
- How you react so well to the chances you are given to become more independent
- You are getting really good at seeing how you can improve your work
- That you are using the 'turtle' very well to help control your feelings and are more able to live in a larger community
- How you enjoy school and enjoy the challenges it gives you. One of you told me that she enjoyed mathematics because, 'The problems are hard, but I do it, and love it'.
- That 'In the spotlight' you enjoy learning about others in your class.

I have asked the school to help some of you to further improve your writing and mathematics.

I wish you all the best for the future.

Yours sincerely,

Michael Pye

Lead Inspector