



Tweseldown Infant School

Inspection Report

Unique Reference Number 116020
LEA Hampshire LEA
Inspection number 279726
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Olson Davis AI

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

Type of school	Infant	School address	Tweseldown Road
School category	Community		Church Crookham
Age range of pupils	5 to 7		Fleet GU52 8BW
Gender of pupils	Mixed	Telephone number	01252628843
Number on roll	190	Fax number	01252816014
Appropriate authority	The governing body	Chair of governors	Mrs N Smart
Date of previous inspection	19 September 2000	Headteacher	Mrs J Brown

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Introduction

The inspection was carried out by 2 Additional Inspectors.

Description of the school

This small infant school serves a mixed community which includes housing for HM Forces personnel. Most pupils come from relatively advantaged economic backgrounds and the proportion of pupils entitled to free school meals is low. The majority of pupils benefit from pre-school education and attainment on admission is generally above average. The proportion of pupils with learning difficulties and disabilities is lower than average although this varies within Year Groups. The percentage of pupils from minority ethnic backgrounds is lower than average and there are no pupils at the early stages of learning English. The proportion of pupils joining or leaving the school other than at normal times is above that found in many schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is a very effective school. The school modestly considers its effectiveness to be good. Inspectors judge it to be outstanding. It gives very good value for money. One of the many strengths of the school is the outstanding care, guidance and support it provides for pupils. The school works very effectively with other agencies to ensure the particular needs of all pupils are well catered for. As a result pupils' personal development is outstanding and they behave very well. They are enthusiastic, work and play very well together and enjoy coming to school. Parents rate the school highly and are right to believe that it caters well for their children's social and academic progress. The quality of provision and standards in the Foundation Stage are outstanding. Pupils get off to a very good start in the reception classes. They make very good progress and attain standards that are consistently above average by the end of Year 2. This is because they experience very good teaching and an excellent curriculum which meets the needs of all pupils. These impressive outcomes are the result of outstanding leadership and management. The headteacher provides excellent leadership and ensures that all staff are fully involved in developing the school. The school knows itself very well. Governors are very effective and play their full part in monitoring and evaluating the work of the school. Issues from the previous inspection have been successfully tackled and the school has introduced many initiatives to the benefit of its pupils. This school has a clear capacity to improve.

What the school should do to improve further

The school has clearly identified further developments in its planning and no main issues for improvement arose out of this inspection.

Achievement and standards

Grade: 1

Pupils attain high standards and achieve very well because of outstanding teaching and their very positive attitudes to learning. Standards are consistently above average and there has been a positive trend in improvement since 2001. There was a dip in the results in mathematics in the 2005 national tests from the previous year's exceptionally high standards. However, standards in all subjects, including mathematics, remained significantly above average. The school's records show that pupils made very good progress in relation to their starting points and capabilities and achieved the challenging personal targets set for them. The majority of pupils enter the reception classes with above average skills although some also enter with significant learning difficulties and disabilities. Pupils make very good progress in the Foundation Stage and this continues into Year 1 and Year 2. The many pupils who join the school other than at normal times also do very well because of the school's very effective induction procedures. The more able pupils achieve very well because of the high level of challenge whilst pupils with learning difficulties and disabilities also make very good progress because

of the very effective support they receive. Those pupils from minority ethnic backgrounds also make very good progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well being are outstanding. Pupils are very well behaved and have very good attitudes to school. They say that 'school is fun' and are very motivated and keen to learn. The school's involvement in the 'Rights , Respect and Responsibility' programme has contributed to outstanding spiritual, moral, social and cultural development for pupils .They say that 'they have learnt to listen to others, be kind to each other and take turns more readily'. Pupils have a good understanding of the values and beliefs of others and their cultures. Attendance is good and pupils are very happy to come to school. Pupils know about the need for healthy lifestyles although not all lunchboxes reflect a commitment to healthy eating. Pupils say that they are safe in school and have good opportunities for physical activity both within lessons and at play times. They contribute well to the community through their involvement in the 'Fleet in Bloom' initiative and the annual 'Recorder Festival'. The school clearly values pupils' ideas and acts on them. For example, pupils organised a 'cake stall' and 'bring and buy' sale in order to raise money for charity. They also came up with the ideas for the 'Friendship Bench' and play equipment now in use at playtimes. Responsibilities are taken on willingly and pupils are proud of their work as monitors. Their very good basic skills and responsible attitudes are excellent preparation for the next stage of education as well as for later life.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Teachers work closely in teams and plan and evaluate their lessons very well to ensure that work is always well matched to pupils' differing learning needs. This, coupled with pupils' very good attitudes to learning, enables very good progress. Lessons are challenging, questioning and explanations are very good and relationships are excellent. For example, in an excellent literacy lesson, children were highly motivated by the teacher's excellent rapport with them. They were so excited and stimulated that they extended and developed their understanding of words and how to spell them. Pupils are fully involved and keen to learn. In all lessons, they demonstrate a very good capacity to work well together.

Teachers use assessment information very effectively to give guidance to pupils on how they might improve. This extends to the high quality of marking which helps pupils improve the content and presentation of their work. The learning needs of newly arrived pupils are very quickly diagnosed and met. Pupils with learning difficulties are identified promptly and get very good support for their learning from teachers and teaching assistants.

Curriculum and other activities

Grade: 1

The school provides an excellent curriculum. This is because teachers check regularly what pupils know and can do and provide interesting experiences to meet their needs. There is a strong emphasis on developing pupils' literacy skills, numeracy skills and information and communication technology skills. Pupils use these skills to enhance their learning in other areas of the curriculum. Pupils develop a very good understanding of how to stay safe and how to live healthy lives through the health education programme and physical education lessons. Themed weeks, such as Arts Week, enrich the curriculum and contribute to pupils' very good cultural development. The curriculum is also greatly enriched by visits and visitors to the school. Pupils benefit greatly from the local and global dimension the 'Rights, Respect and Responsibility' programme gives to the curriculum. Through it pupils learn to appreciate the cultural diversity within society. Planning for children in reception is outstanding and ensures that they make very good progress in all areas of learning.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school is a happy, friendly place where pupils thrive because relationships are excellent and the school gives a high priority to their care. Pupils say 'school is fun and we have nice friends' The school serves a fairly mobile community but it ensures that all pupils who start school outside the normal times of entry are very well integrated and given very good support until they are fully settled. Child protection procedures are fully in place and risk assessments undertaken prior to school trips ensure pupil safety. Good links with outside agencies ensure that pupils with learning difficulties are very well supported.

The monitoring of academic performance is outstanding. The school sets challenging targets for its pupils and is very successful in meeting them.

There are very good tracking procedures in place in order to monitor pupils' progress identifying those needing additional help and ensuring it is well targeted at their specific needs. Additionally, the school collects a good range of assessment information across the curriculum in order to monitor its effectiveness.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher and other school leaders set a clear direction for the school focused strongly on achieving high academic standards and promoting excellent standards of care and support for pupils. The school has the capacity to improve. This is because school leaders are not complacent and are continually looking for ways to improve provision for pupils. School self-evaluation is strong. School leaders have been modest in some of their judgements about the school's effectiveness. However, the school's improvement plan shows that school

leaders and governors have a very accurate understanding of the school's strengths and areas for development. It has clear targets so that progress can be checked by staff and governors.

Teachers are reflective and are keen to improve their skills for the benefit of pupils. Their teaching is monitored very effectively and targets for improvement are linked closely to school improvement priorities whilst promoting teachers' professional development.

School leaders make very good use of assessment information. This is particularly effective in helping new pupils to settle in quickly. The school is inclusive and gives a high priority to meeting the needs of all pupils.

Governors have a clear understanding of the school's strategic development. They keep a careful eye on finances and ensure that resources are used well. More importantly, they demonstrate a very clear understanding of all aspects of the school's work acquired through their own very effective monitoring procedures.

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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>	School Overall	16-19
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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?	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	1	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	2	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

Pupils

We enjoyed our visit to your school and would like to thank you all for making us so welcome. We enjoyed talking to you and took careful note of what you and your parents had to say about your school. You go to an outstanding school. Here are some of the many things that your school does very well:

- You have very good teachers and teaching assistants who give you very interesting things to do and help you to improve your work.
- You work very hard in lessons and behave very well.
- You do very well in your lessons and you are well prepared for work in the next school.
- The adults in school look after you very well.
- The headteacher, staff and governors run the school very well.
- Your teachers and the governors are constantly trying to improve your school.

We hope that you will continue to enjoy your school. We also hope that you will help your teachers as they try to make your school even better for you.

Yours sincerely

Olson Davis and Janet Sinclair

The Inspection Team