



# Tavistock Infant School

## Inspection Report

**Unique Reference Number** 116044  
**LEA** Hampshire LEA  
**Inspection number** 279730  
**Inspection dates** 25 April 2006 to 26 April 2006  
**Reporting inspector** Linda Kelsey

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

<b>Type of school</b>	Infant	<b>School address</b>	Broadacres
<b>School category</b>	Community		Calthorpe Park
<b>Age range of pupils</b>	4 to 7		Fleet GU51 4EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01252616778
<b>Number on roll</b>	173	<b>Fax number</b>	01252614345
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Stocks
<b>Date of previous inspection</b>	13 June 2000	<b>Headteacher</b>	Mrs B A Eagle

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 25 April 2006 - 26 April 2006	<b>Inspection number</b> 279730
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## **Description of the school**

Tavistock Infants has six classes and slightly more boys than girls on roll. Most pupils come from advantaged backgrounds and are well prepared for starting school. The number of pupils with learning difficulties and disabilities is above average. Some of these pupils have behavioural problems and there has been one exclusion recently. The previous report judged the school to have high standards.

## **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 an effective school which knows itself very well through good self evaluation. It strives for high standards and continuing improvement. Standards are above average and have been significantly higher than schools nationally for the last three years. Achievement is good overall. Through rigorous assessment procedures, teachers know the pupils very well and provide good activities for them. The provision in the Foundation Stage is good; pupils receive good quality teaching and as a result many children exceed the goals set for them. The proportion of pupils with learning difficulties and disabilities continues to grow because of the popularity of the school and its reputation for the very good support it provides. The personal development and well being of all pupils is outstanding. The excellent care guidance and support they receive ensures they are well prepared for their next school.

Teaching is good. The curriculum is outstanding. The pupils participate in a wide range of interesting and exciting activities in subjects. There is a very impressive system for monitoring and assessing pupils' achievement. The information it provides is used well to support low performing and average pupils, but it is not used as effectively to challenge pupils who are more able. The school recognises in its own self evaluation that this is an area for development.

The headteacher provides very good leadership but has rightly recognised that the roles of the senior staff within the school are under-developed. The school provides good value for money and has the capacity to improve further.

### What the school should do to improve further

As identified in the school improvement plan focus on:

andmiddot; Ensure more able pupils are challenged in all lessonsandmiddot; Create clear roles and responsibilities for senior staff in order to extend their effectiveness

## Achievement and standards

### Grade: 2

Standards and achievement are good. Pupils come from advantaged homes and the social circumstances of most of them are very favourable. Pupils are keen to learn when they start school and this year over half will be working within the Key Stage 1 curriculum by the time they leave the reception class. Standards have risen over the last three years from a dip in 2001/2. The school rightly focused on staff professional development and as a result standards rose. In 2005, standards were above the national average in reading, well above in writing and broadly average in mathematics. The school exceeded its targets and boys' achievement was better than the school expected. The standards are likely to continue to rise again this year. The targets are challenging.

Pupils make good progress overall although this varies slightly for different groups of pupils. Pupils with learning difficulties and disabilities and the few with behaviour

problems make outstanding progress. The nurture group is particularly effective in helping pupils to successfully re-integrate and work effectively with their peers. Lower and average attaining pupils make good progress. More able pupils are making satisfactory rather than rapid progress and not as many pupils reach the higher levels in national tests as would be expected.

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

### **Grade: 1**

Pupils' personal development and well being are excellent. They enjoy the range of activities provided by the school and consequently have very good attitudes to work and behave very well. The youngest children have settled well and enjoy school.

Pupils' spiritual, social and cultural development is good and moral development is excellent. In discussions pupils said that they now behave better and have better attitudes to work as a result of this programme. Pupils get on well together and look after each other in the playground. Their views are valued and the school council feel that they set a good example to others. Attendance is good and pupils are very happy to come to school. Pupils have an outstanding knowledge of healthy life styles through their 'active kids' exercise class, science lessons, after school football and games clubs, healthy food choices at lunch time and 'fruit only' snacks.

Through the very good 'rights, respect and responsibility' programme, pupils say that they now behave better and have very positive attitudes to work. They also know a lot about children from other cultures and their way of life. They are very well prepared for their future economic well being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good, particularly in the Foundation Stage. Throughout the school teachers know their pupils well, assess them rigorously and plan tasks to suit most of their needs. Resources are used well to make lessons exciting and relevant. Good use is made of the outside area to extend the learning environment and pupils make good progress in becoming enthusiastic learners at an early age.

Teaching in Years 1 and 2 is good overall but is more inconsistent with some outstanding and some satisfactory teaching. Where teaching is just satisfactory not all pupils make as good progress as they should. The members of staff are very enthusiastic about making changes for the better and as a result have recently introduced peer observation so they can raise the profile of their teaching.

Pupils' work books are marked very well and marking opportunities are used to assess pupils' progress. This on-going assessment and record keeping of pupils' progress is one of the strengths of the teaching in the school. Lessons are well planned and based on what pupils need to learn next. In the best lessons pace is fast, questions are

challenging and pupils are fully engaged in learning. Pupils with learning difficulties and disabilities are monitored and supported very well and their progress is outstanding. In the few satisfactory lessons, the pace is slower and more able pupils are not always rigorously challenged.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is excellent. It provides a wide range of interesting activities and a good focus on creative thinking and problem solving as an aid to learning. The curriculum is enhanced very well through activities such as a day at the Victorian museum, Book week and French lessons. There is very good provision for lunch-time and after school clubs, which pupils are keen to attend and very much enjoy.

All learning is relevant and purposeful and takes into account pupils' developing personal skills, for example, during the weekly afternoon of enrichment activities. Pupils say that they are always learning new and useful things. Provision for pupils with learning difficulties is particularly good. Provision for English, mathematics and information and communication technology ensures pupils make good progress in developing basic skills. Pupils make a good contribution to the community through, for example, singing at a local day centre and raising money for charity through their involvement in Comic Relief.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are excellent. The school has a very good, caring ethos and provides a safe and supportive environment in which pupils can thrive. Child protection procedures are fully in place with regular staff up-dates, policy review and training. Comprehensive risk assessments are undertaken before all school trips to ensure pupil safety. Pupils with learning difficulties and disabilities are very well supported and good use is made of outside agencies to provide additional support or advice when needed. Pupils with behavioural difficulties are helped to deal with these through time spent in the very supportive nurture group. Pupils feel safe in school and say that although there is some bullying the school deals with it well as persistent offenders are 'shown the red card!'

The monitoring of academic performance is outstanding. The school has exemplary procedures to monitor pupils' progress and set targets. Additionally, the school collects a very good range of assessment information across the curriculum in order to monitor the effectiveness of the whole school provision.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides very good leadership and a clear direction for the work of school. She knows what the school needs to do

to improve further and as a result the school has a good capacity to improve. All staff work well together as a team. However, while senior members of staff are supportive and active in securing school improvement, they do not have a clearly defined role. This inhibits opportunities to develop their skills further and restricts their overview of the standards across the school.

Good use of self evaluation has enabled successful improvements in reading. As a result standards in reading are high. The school is now working hard to bring about improvements in mathematics and is aware of the need to challenge higher attaining pupils more. It is also working on a joint project with local schools to develop pupils' problem solving skills. The school has instituted a 'raising standards' team who evaluate pupil performance within year groups and discuss ways of improving or changing class room practice in order to raise standards further. For example, by splitting Year 2 pupils into 3 groups for writing, in order to manage their learning better. The headteacher rigorously monitors teaching so that the quality of teaching continues to improve.

Governors are very supportive of the school and handle the finances effectively. They have set up appropriate committees and regular visits to the school ensure that they are well informed about its work. Parents are very supportive of the school and their views are canvassed very well through the parent feedback group who have been involved in reviewing policies such as anti- bullying, child protection and attendance.

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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	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	1	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	1	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>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	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	1	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**

Children

You will remember that you had two visitors to your school recently to see how well you were all doing with your work. Many of you willingly chatted to us during our visit and we would like to thank you for being so polite and friendly towards us. You are obviously proud of your school and you are right in thinking that it is a good place to learn. As some of you said, 'We are always learning something new.'

Your headteacher, teachers and other helpers work very hard to make sure that they know as much about your work as they can. As a result many of you do very well at the school and are ready to start junior school with good skills in reading, writing and ICT. Some of you who find work a little more difficult are helped to make sure that you do as well as you can. We have asked your teachers to make sure all of you work as hard as possible especially those who are capable of achieving high standards.

Your headteacher is good at making sure the school has all the best possible things so that it is a happy place for you all to learn in. Most of you enjoy coming to school and are there most days of the year. As your headteacher works so hard we have asked her to look into ways of sharing some of this responsibility with the other teachers. We wish you all the best for your future life, health and continuing happiness.

Yours sincerely,

Linda Kelsey

Her Majesty's Inspector