



Netley Abbey Infant School

Inspection Report

Unique Reference Number 116070
LEA Hampshire LEA
Inspection number 279741
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Michael Pye AI

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

Type of school	Infant	School address	Westwood Road
School category	Community		Netley Abbey
Age range of pupils	4 to 7		Southampton, Hampshire SO31 5EL
Gender of pupils	Mixed	Telephone number	02380452263
Number on roll	185	Fax number	02380457931
Appropriate authority	The governing body	Chair of governors	Mr Cliff Simpkins
Date of previous inspection	8 November 1999	Headteacher	Mrs S E Underhill

Age group 4 to 7	Inspection dates 4 October 2005 - 5 October 2005	Inspection number 279741
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Netley Abbey Infant school is of average size and admits pupils aged from four to seven years of age. It serves a number of local villages with some pupils coming from advantaged and disadvantaged backgrounds. As with other local schools the number on roll has fallen in recent years. The vast majority of pupils are of white British origin and only a few pupils have English as an additional language. The percentage of pupils with learning difficulties is towards the higher end of the national average. A high proportion of pupils enter the Foundation Stage with language skills below those expected nationally. Attainment on admission to Year 1 is identified as being just below national expectations in English and mathematics. The school is developing close links with Hamble Sports College and is involved in initiatives to improve middle management skills and pupils' mathematical language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The leadership and management of the school and the Foundation Stage are overall satisfactory. A long-standing vacancy for a deputy headteacher has now been filled and completes the senior management team. This team along with middle managers is involved in a number of initiatives to help improve standards. Inspectors agree that the school has a renewed capacity to improve and gives satisfactory value for money. Inspectors agree with the school's evaluation that it provides a satisfactory quality of education. Pupils enter the Foundation Stage with standards below expectations. A significant number do not reach the goals set for them nationally at the age of five. Standards in reading, writing and mathematics in Year 2 are below those typically found at age seven. However this constitutes satisfactory progress for most pupils. The school has improved its provision for information and communication technology (ICT) and standards now meet the national expectation. Particular strengths lie in the pupils' personal development and well being, and the good level of care and support. Pupils show a consistently high enjoyment of their school experience. They feel safe and secure and that all adults care for them. This view is supported by an overwhelming number of parents. The school has made satisfactory improvement since the last inspection. The governors and headteacher have overseen the development of ICT, and the spiritual development of pupils has now improved. Links are now made between financial costs and strategic planning. However the inconsistencies in teaching in Years 1 and 2 remain. Too much of the teaching is satisfactory. Inspectors agree with the school's identification of the urgent need to increase the proportion of good and very good teaching and learning so as to enhance the rate of pupils' learning.

What the school should do to improve further

The school should: * Improve learning and teaching in order to raise standards and achievement in the Foundation Stage and in reading, writing and mathematics in years 1 and 2

Achievement and standards

Grade: 3

Overall, pupils enter the Foundation Stage with standards below the national expectation. The majority of pupils have at least satisfactory social skills. At this early stage of their first school year they co-operate well when participating in role play. They share toys without argument in their various activities. A high proportion of pupils enter with language skills below those expected nationally and this affects their progress in many other areas of the curriculum. This is demonstrated in later years in mathematics for example, where the school has had to introduce work that concentrates on developing the pupils' understanding of mathematical language. Standards in the national tests for seven year olds in 2005 are an improvement on the previous year. This reflects the determined work carried out by the school designed to halt the decline in standards especially in reading and writing. One such successful initiative taken by

the school has been the introduction of a phonics scheme in English. Since the last inspection new premises and equipment have contributed to an improvement in ICT and standards are now in line with national expectations. The school overall sets some challenging targets for learners. The majority of Foundation Stage pupils make satisfactory progress but continue to be at below average expectations upon entry to Key Stage 1. A strength of the school is the good support that it offers to pupils with learning difficulties. These pupils achieve well because of improvements introduced by the co-ordinator regarding the more accurate assessment of pupil needs and better training for teaching assistants. There is no significant difference between the performance of boys and girls.

Personal development and well-being

Grade: 2

Pupils talk extremely positively about their enjoyment of school. This contributes to them behaving well in lessons and has a good impact on the rate at which they learn. Pupils quickly develop good social skills, listening carefully and respecting each other. Although many pupils have limited confidence as speakers, they are polite and relate well to adults. They feel safe and secure in school. Vulnerable pupils and those with special learning needs receive sensitive support, for example on the emotional literacy programme. These pupils develop well as learners and individuals. Pupils' awareness of the importance of a safe and healthy lifestyle is reinforced through initiatives such as the 'safety week'. The school also works well to raise their awareness of cultures other than their own. Pupils benefit from good transition arrangements with the junior school that includes a detailed handover of information in the core subjects and for pupils with learning difficulties. Overall attendance is satisfactory, although the level of unauthorised attendance is above average, due mainly to the number of holidays taken in term. The school develops pupils' spiritual and moral awareness well, as seen in a school assembly on Christ's 'harvest from the sea'. Pupils' views were sought and obviously valued. They then acted out and reflected upon the parable of fishing in the Sea of Galilee. Pupils thoroughly enjoy taking part in charitable activities such as raising money for a children's hospice and 'water for Africa'. They are encouraged to consider the community through practical activities such as country dancing displays for guests. Their knowledge and understanding is further enhanced by the expectation that they consider the way that recycling benefits the environment and wider community.

Quality of provision

Teaching and learning

Grade: 3

Inspectors agree with the school's judgement that teaching and learning overall are satisfactory. Pupils are regularly assessed and their progress is tracked as part of a good assessment structure, however the results are not always translated into specific learning targets and this slows progress for some pupils. The needs of groups of pupils,

such as those with learning difficulties, are clearly recognised. They are well supported, and make good progress. Where teaching is more effective and more challenging, teachers build on other strengths, for example, the good relationships they have with pupils, their good use of resources such as interactive whiteboards used to motivate pupils, and the effective matching of tasks to different groups. This was seen in a Year 2 numeracy lesson where the teaching assistant worked well with a group of pupils. The pupils were able to use work cards of varied levels which enabled pupils of different levels of ability to learn about mathematical shapes. Teachers sometimes confuse the need to set specific learning targets with the setting of tasks and when this happens the learning is less effective. Some able pupils report that phonics is 'too easy', which along with the need to more consistently use challenging questioning reflects the tendency for teachers' expectations to be insufficiently challenging on occasions. Parents are involved in their children's learning through the effective use of the home-school book that helps the tracking of pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum includes the expected range of National Curriculum subjects. The school offers a comprehensive programme of personal and social education which includes regular visitors coming into the school to talk to the pupils, and theme weeks on aspects such as safe living. Pupils gain much enjoyment from the good variety of enrichment activities on offer such as sport, dance and music. These are highly prized by pupils who are motivated to do their best. Provision for ICT has improved considerably since the previous inspection with a consequent rise in standards. Curriculum planning is effective in meeting the needs of pupils with learning difficulties, and contributes to their good progress. The Foundation Stage covers all the expected areas of learning and enables pupils to make choices about their daily activities. Pupils are well prepared for their next stage of education through close links with the local junior school.

Care, guidance and support

Grade: 2

The school judges care, guidance and support as good and inspection findings agree with this evaluation. The pupils are cared for effectively in both the Foundation Stage and Years 1 and 2. Parents also speak highly of this part of the school's work. At the heart of this good provision is the mutual respect between adults and children in the school. The views of parents and pupils are valued and everyone is included during school lessons and activities. Pupils' sense of involvement in the school community is developed when their opinions are sought through the School Council. Teachers assess accurately the personal needs of the pupils who, in turn, trust that any problems they have will be dealt with quickly. The pupils' enjoyment of school life is partly a result of this commitment to care by the school. Pupils feel secure enough in their relationships with staff to participate fully in lessons and are unafraid to give their views. The Foundation Stage regularly assesses pupils against the intended goals for

learning and this enables relevant targets to be set for pupils. All health and safety requirements are in place and the arrangements for child protection are well established. Risk assessments are in place and regularly reviewed. The school readily seeks advice when needed, and liaises well with a good range of external agencies.

Leadership and management

Grade: 3

Inspectors agree with the school's judgement that leadership and management are satisfactory. The consistent contribution of the well-established headteacher has underpinned the success of the school, particularly in areas such as pupils' personal development and care. A prolonged period of being without a deputy head has come to an end. The workload is now more evenly distributed and the deputy is working on the review of the reception area as well on a range of new initiatives based around improving performance. Working alongside the Governing body the senior management team has identified a range of highly relevant areas for development, all based on improving standards. The recent emphasis on phonics and mathematical language are two areas where leadership initiatives are resulting in improvements in standards. Procedures for monitoring and evaluating teaching and learning are in place. The recently introduced methodology for lesson observations is producing valuable information which is being used to improve the skills of individual teachers. Overall, inspectors agree with the school's self evaluation. In developing self evaluation the school has made a good concerted attempt to involve governors, parents, pupils and school staff. This approach has naturally extended to include the development of the school improvement plan. Governors are enthusiastic and have undergone training that is enabling them to better carry out the role of 'critical friend' to the school. Overall the capacity of leadership and management to carry the school forward is satisfactory.

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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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Thank you for welcoming us into your school. We enjoyed talking to you about your work and listened carefully to what you had to say. We liked these things most:

* That you really enjoy the time you spend in school* That you are well behaved and that you all help each other* That you feel very safe in lessons and around the school* That you feel there is an adult you can go to if you have a problem* That the teachers take care to help you if you do not understand your work* The way you make healthy choices such as enjoying sport
* That you have a good choice of lessons and other activities * That those of you with special needs are well looked after and do well

We have asked your school to work on ways to make all lessons good ones so that you learn faster