



# Glenfield Infant School

## Inspection Report

**Unique Reference Number** 116115  
**LEA** Southampton LEA  
**Inspection number** 279755  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Michael Pye AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Rosington Way
<b>School category</b>	Community		Bitterne
<b>Age range of pupils</b>	4 to 7		Southampton SO18 4RN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02380227966
<b>Number on roll</b>	125	<b>Fax number</b>	02380 234143
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Steve Joyce
<b>Date of previous inspection</b>	20 September 1999	<b>Headteacher</b>	Mrs Joanne Dorricott

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 1 March 2006 - 2 March 2006	<b>Inspection number</b> 279755
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This two-form entry school is smaller than most infant schools. It is located in lovely grounds amongst an area of mixed housing on the outskirts of Southampton. There is a nearby area of above average social deprivation. Almost all of the children are of white British background, with below average numbers of pupils having English as an additional language. There are currently no pupils with statements of special educational need and below average numbers of pupils with learning difficulties or disabilities.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspection evidence supports the school's view that it provides a satisfactory education for pupils. Its present strengths lie in pupils' personal development, and care and support for pupils. The acting head teacher is building on the many changes introduced by the previous head teacher. There are signs that these changes are now beginning to have a positive effect on standards and achievement. It now gives good value for money. Upon entry to reception pupils' knowledge and skills are broadly average, although there are weaknesses in literacy and communication. Pupils make satisfactory progress and most meet their learning goals by the end of reception. At the end of Year 2, teacher assessments for 2005 indicated that reading and writing now meet the standards expected nationally. Mathematics standards dipped to significantly below average levels. The school has analysed the results and identified the contributory factors as inconsistencies in the quality of subject teaching, and a lack of challenge for higher attainers. These are being addressed. The acting head teacher is promoting thinking skills and problem-solving in lessons. In work seen during the inspection this emphasis is contributing to satisfactory progress. Progress is no faster because of inconsistencies in the quality of teaching. For example, where teachers use assessment effectively it enables them to provide work that challenges all pupils but this varies across the school. The personal development of pupils, together with the care and support of pupils are good. Behaviour is good, and there are effective links with a good range of external agencies that contribute to the care and support for pupils. The school has established some good links with other organisations to help support learners. Pupils use the wider range of resources at the local feeder primary school. The quality and standards in reception are satisfactory. Despite the long-term absence of the foundation stage manager, the pupils and staff have been able to continue the well established policies and procedures that are enabling pupils to progress. Teaching in reception has improved well since the last inspection, and pupils now benefit from investigation approaches in science and elsewhere. There is a satisfactory capacity to improve.

### What the school should do to improve further

\* Improve the consistency of teaching through making more effective use of assessment. \* Continue to improve standards and achievement in writing and mathematics through the consistent promotion of thinking skills in lessons and other means.

## Achievement and standards

### Grade: 3

Most children enter reception with skills and abilities in literacy and communication below those expected nationally. Their knowledge of number meets national expectations. Pupils make satisfactory progress, and achieve particularly well in their personal and creative development. Most pupils meet their learning goals, although

writing skills remain below average. Teacher assessments in 2005 at the end of Year 2 indicated standards in reading met the national average and are continuing to improve. In the previous two years there was underachievement in writing, partly as the result of inconsistencies in the quality of teaching. The resulting whole-school focus helped to contribute to a recovery in 2005 when standards met the national average and achievement was satisfactory. Inconsistencies in the quality of mathematics teaching also contributed to a dip in standards and they were significantly below average in 2005. The school has recognised that higher attaining pupils did not do as well as expected. In the work seen during the inspection, the majority of pupils, including those with learning difficulties are achieving satisfactorily. Pupils make good progress in their social and emotional development.

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

### **Grade: 2**

The personal development and well-being of pupils are good. The majority of pupils behave well, are polite and treat others with respect. Their positive attitudes are seen in their enthusiastic approach to putting on their 'thinking hats'. One pupil said 'I like school because you get to learn new things'. Pupils' social development is well supported through the work of the school council, and some effective team work. Pupils are increasingly benefiting from good opportunities to reflect on aspects of life. Pupils know about healthy lifestyles, participating in two physical education lessons each week, taking part in the 'walking bus', and by having access to sports clubs. They enjoy their fruit, and healthy eating is reinforced in lessons such as geography where pupils learn about Scottish food. Pupils are encouraged to drink water to aid their concentration. Although attendance is below average, the poor attendance is limited to a few pupils and the school monitors the situation well. Pupils and parents report that bullying is not an issue, and are confident that the school deals effectively with any such incidents. Pupils feel safe at school and know they can approach adults if they have a problem. Pupils make a good contribution to the community when they sing for older adults, raise money for various charities and take part in local church events. Information and communication technology (ICT), literacy and numeracy are satisfactorily preparing pupils for later life. Their awareness of economic well-being is well demonstrated when they have to plan a project, including costs, as part of their challenging 'Civic Award' programme.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Whilst teaching and learning are satisfactory, there are inconsistencies in the quality of teaching across the school. This matches the school's own evaluation. In the best lessons, learning is being effectively promoted through good planning, and so pupils are consistently challenged to think hard. Questioning is used well to promote deeper thought, and pupils are asked to explain their answers fully. In less effective lessons,

there is evidence of inconsistent levels of challenge, in teachers' questioning for example. Teachers' use of assessment data does not always result in sufficiently challenging work being set for pupils. The positive relationships that teachers establish, result in pupils wanting to get involved in lessons and do their best. In reception, teaching is satisfactory and this is an improvement on the last inspection.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Recent well-planned changes have resulted in some good links being made between subjects, thereby making the learning more relevant to pupils. The school has developed some good planning that focuses on learning aims to help teachers plan their lessons. ICT is used throughout the school, including reception, and this reinforces pupils' learning in other subjects. However many of these changes have yet to be fully embedded, and their full effect demonstrated in better standards and achievement levels. The curriculum meets the needs of pupils, including those with learning difficulties. It is enriched by the good use of visitors such as theatre groups and musicians, and pupils access a satisfactory range of clubs that add interest and enjoyment to their learning. Good learning forecasts go home that provide information about the curriculum, and how parents and carers can help. Personal, social and health education is well planned and effectively makes pupils aware of staying safe, and the value of relationships. A particularly strong feature is the raising of pupils' awareness of citizenship through the effective andquot;Civic Awardandquot; scheme which promotes community service.

## **Care, guidance and support**

### **Grade: 2**

A parent was correct in writing andquot;the school has a friendly atmosphere which helps the children feel safe and secureandquot;. Pupils agree that adults know them well and have their best interests at heart. Staff provide very good role models. Relationships are secure and pupils' confidence and self-esteem are well nurtured. Pupils with learning difficulties benefit from the use of an impressive range of external agencies to support them and their families. Parents are fully involved in reviews and target setting for these pupils. Child protection procedures are clear and understood by staff. Health and safety routines and risk assessments are fully in place and conscientiously observed. The school has developed some effective assessment procedures. Progress reviews now take place regularly and help to identify pupils requiring additional support. Inconsistencies in teaching result in only some pupils being aware of how they can use teacher feedback and their own self-evaluation to improve their work.

## Leadership and management

### Grade: 3

Inspection evidence supports the school's judgement that leadership and management are satisfactory. There are, however, some good developments taking place, although there has been insufficient time for them to have a full impact on standards. The acting head teacher has continued to develop the responsibilities of other managers. They all participate in the monitoring of work, teacher's planning, and lessons, and these are often verified externally by the local authority. Such monitoring, together with analysis of attainment data, means the school is well placed to evaluate and identify areas for development. The information is also used to set some challenging targets for learners. The school's development plan, particularly with its emphasis on improving achievement, is accurate and relevant. It has correctly identified the need to improve the challenge for higher attainers. In the school's evaluation there are occasions where a fuller analysis of the impact of changes is required. The monitoring has yet to ensure consistency in teaching. However it has led to the leadership's effective strategy of withdrawing pupils to help reinforce their progress. There is a good commitment to staff training with a good balance being established between the needs of the school and the professional development needs of the teachers. Good value for money is achieved through such strategies as the effective use of resources. For example, learning support assistants have received training that is enabling them to support pupils further. A week's job-swap with the head of the junior school has helped increase the quality of links between the schools through a better understanding of each other's needs. The school involves parents well. As one parent wrote andquot;We are kept well informed by weekly newsletters and regular feedback from staff.andquot;The active governing body carries out its monitoring duty well, and is able to use the information to effectively support and question the school.

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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>	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	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	3	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**

You will remember my recent visit when I spoke to you about your school. I listened carefully to what you had to say. I really liked: \* how you are learning faster and improving your reading and writing \* how you enjoy using your "thinking hats" \* how you are polite, enjoy school and are well behaved \* the way adults care for you;

\* how you are encouraged to live healthily; \* how well some of you reacted to taking part in the "Civic Award" scheme.

I have asked the school to: \* make sure that all of you are challenged to do your best in lessons \* help you to understand more clearly how to improve your work, particularly in mathematics and writing. Thank you for helping me. Best wishes for the future.