



# Court Lane Infant School

## Inspection Report

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**Unique Reference Number** 116198  
**LEA** Portsmouth LEA  
**Inspection number** 279769  
**Inspection dates** 18 October 2005 to 19 October 2005  
**Reporting inspector** Derek Watts AI

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

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<b>Type of school</b>	Infant	<b>School address</b>	Hilary Avenue
<b>School category</b>	Community		Cosham
<b>Age range of pupils</b>	4 to 7		Portsmouth, Hampshire PO6 2PP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02392378890
<b>Number on roll</b>	345	<b>Fax number</b>	02392200325
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Cufley
<b>Date of previous inspection</b>	10 January 2000	<b>Headteacher</b>	Mrs C Twigg

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Court Lane is a larger than average size infant school with 352 pupils on roll. Pupil numbers have been stable in recent years and the school attracts about 40 per cent of its pupils from outside of its immediate area. The majority of pupils are from white British backgrounds with the remainder from a range of ethnic backgrounds. A few pupils have English as an additional language. The number of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs is just below the national average. Children's attainment on entry to the reception is wide ranging but average overall.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

The school rates its effectiveness as good but the inspection team have found that this is an outstanding school. It provides very good value for money. Leadership and management are outstanding. There is a very strong focus on promoting high standards and all pupils achieving as well as they can. The head teacher provides excellent leadership and has been extremely successful in developing leadership at all levels. The school's performance is monitored exceptionally well and highly effective action is taken to bring about improvements. Children in the reception classes get off to a very good start. They make very good progress due to outstanding provision. Pupils continue to make exceptional progress as they move through the school. By the age of seven, standards are well above average in reading, writing, mathematics and science. All groups of pupils are making outstanding progress because of the very high quality teaching they receive. The school is particularly effective in assessing each pupil's needs and providing interesting and challenging tasks to enable them to make exceptional progress. Currently, the school is working hard on improving information and communication technology (ICT) in order to raise standards in line with those in English, mathematics and science. Across the school, pupils' personal development and well-being are outstanding. There is a very safe and happy atmosphere in which all pupils can learn and thrive. A very good curriculum is enriched by a wide range of additional activities that captures their interest. Pupils are cared for extremely well. The school is highly regarded by parents and the community. A significant number of parents from further a field choose to send their children to Court Lane. Since the last inspection, standards in the key areas of reading, writing, mathematics and science have improved from average to well above average. The school's capacity to maintain these high standards and bring about any necessary improvements is outstanding.

### **What the school should do to improve further**

\* Raise standards in ICT to the high levels of English, mathematics and science as set out in the school's clear and robust improvement plan.

## **Achievement and standards**

### **Grade: 1**

All groups of pupils, including higher attainers and those with special educational needs are achieving exceptionally well. Children's attainment on entry to the school is average. Children in reception make very good progress in all areas of learning due to outstanding teaching and a very well planned curriculum. Pupils in Years 1 and 2 continue to make exceptional progress and by the age of seven, standards are well above average in reading, writing, mathematics and science. National test results have improved considerably since the last inspection. A clear focus on raising standards, outstanding teaching and highly effective systems for assessing and tracking pupils' attainment are the reasons for this. Most pupils meet the challenging targets set for them. Many learners with special educational needs often reach nationally expected

standards because of early identification of needs and highly effective support. Pupils with English as an additional language also make exceptional progress. The school has recently been extremely successful in increasing the proportion of pupils who attain the higher levels of attainment in writing and science. It recognises that standards in ICT are not as high as those in English, mathematics and science. However, this is one of the school's current priorities for improvement.

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

### **Grade: 1**

Personal development and well being are outstanding. Pupils enjoy school enormously and their attendance rates are well above average. Most pupils behave very well and relationships with others are very good. Staff give high priority to ensuring that pupils are safe and pupils agree that this is the case. Pupils develop a very good knowledge of healthy lifestyles. Most of them eat fruit snacks at break times and a balanced meal at lunch. They enthusiastically take part in physical activities in school and in the community. Outstanding opportunities are provided for pupils to make positive contributions in school and outside. All pupils offer ideas to improve the school through questionnaires and discussions in class and assembly. Pupils know they are listened to because their suggestions have led to significant improvements to the equipment available for games at lunchtime. Pupils also have many opportunities to take part in charity fund raising, contributing to the Tsunami relief fund and UNICEF. Spiritual values are developed very well. This was evident in the Harvest Celebration where pupils gave thanks for food with songs, prayer and gestures. Pupils have a strong sense of right and wrong which stems from the schools' very clear and high expectations. Their appreciation of different cultures is being developed very well across many subjects and through special events such as 'Intercultural Week' where pupils learn about festivals of light across the world. Pupils develop their basic skills of literacy and numeracy extremely well and their ability to co-operate in teams is exceptional. These factors contribute significantly to pupils' achievements and enjoyment of learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding and better than the school judges it. Assessment procedures are a real strength and assessment information is used exceptionally well to guide planning. As a result, activities and tasks are very well tailored to pupils' needs so they are suitably challenged and their interest is maintained. The vast majority of the teaching seen was lively and enthusiastic. Pupils found lessons enjoyable and made outstanding progress in acquiring knowledge and skills across the curriculum because they were highly motivated. Learning support assistants are very well directed and make a valuable contribution to pupils' learning. Marking is very effective as it praises pupils' very good work and provides them with clear guidance

for improvement. The high quality teaching, learning and assessment make a considerable contribution to the high standards attained.

## **Curriculum and other activities**

### **Grade: 1**

The school's curriculum is very good and enables all groups of pupils to achieve exceptionally well. It is greatly enriched by some interesting activities such as Health Week, Charity days and Fleet Review Day. Learning has been enhanced through visits out. Visitors such as parents, health workers, fire fighters and road safety officers and other fun events have also successfully motivated all pupils. The curriculum successfully promotes pupils knowledge of health and safety and lays a good foundation for later economic well-being. Links between areas of the curriculum are very good and make learning meaningful. The curriculum is regularly revised. Higher standards in writing have been attained through drama activities and through providing a range of first hand activities. Writing has therefore been more relevant to pupils' experiences. Increased group and investigative work in science has contributed to more pupils reaching the higher levels of attainment. The school is effectively developing ICT in order to raise standards to the high levels of attainment in English and mathematics.

## **Care, guidance and support**

### **Grade: 1**

The inspection found the school's care, guidance and support of pupils to be outstanding. Adults working in the school know the pupils extremely well. Procedures to safeguard pupils safety are rigorous and highly effective. Child protection procedures are outstanding and vulnerable pupils are cared for very well. Pupils successfully develop high levels of responsibility for their own behaviour and care of others because of staff's high expectations, trust and pupils' inclusion in decision making. The school is a clean, healthy, pleasant and a very safe environment for all. Pupils' progress is monitored very carefully. Pupils are informed of the next steps in their learning and are supported very well.

## **Leadership and management**

### **Grade: 1**

The leadership and management are outstanding and this contributes to pupils' outstanding achievement and high quality provision. The head teacher's vision is firmly based on promoting high standards in all aspects of the school's work. This vision is effectively shared so that senior leaders, staff and governors are all focused on enabling pupils to attain high standards. Expectations of what pupils and teachers can achieve are extremely high. The head teacher has been extremely effective in developing other leaders. There is a dynamic leadership team whose collective knowledge and expertise is used very well. Systems for monitoring and evaluating the school's performance are outstanding and include the monitoring of teaching and the analysis of assessments. All senior leaders are involved and the findings of self review are used exceptionally

well to identify priorities for improvement. Swift and highly effective action is taken to address any minor weaknesses in performance. For example, the school has increased the proportion of pupils who attain the higher standards in writing and science. While the self evaluation is highly effective and guides improvement, the school rates itself good in most aspects. The inspection team have found that all aspects are better than this and are outstanding. The governors are strong and have a very clear understanding of the school's many strengths. They provide very effective support to the head teacher and staff and challenge the school when necessary. Since the last inspection, the school has made considerable improvements in key areas. As a result, standards have steadily risen from average to well above average. With such dynamic leadership, this school's capacity to maintain these standards and make any necessary improvements is outstanding.

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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>	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

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

<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	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	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	1	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	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>	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

<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**

Thank you so much for welcoming us into your school and for showing us your work. We enjoyed talking to you. We would like to tell you what we found out about your school.

We think that Court Lane Infants is a very special school and this is why: \* You all enjoy school and work very hard. \* Most of you are doing fantastic work. \* The children in reception have settled into school very well. \* You do very well in writing, mathematics and science \* Most of you are very well behaved and work and play really well with others. \* The staff care for you very well so you can grow up healthy and safe. \* The headteacher runs the school very, very well with the help of her staff who make sure that you do your best. \* The new buildings and equipment make your school an interesting place to learn in.

Even in a super school like yours there is one thing that could be improved: \* We feel that you could do better in ICT and use computers more. Finally, we would like to thank you once again for all your help. We wish you well in the future.