



Froxfield Church of England Infant School

Inspection Report

Unique Reference Number 116289
LEA Hampshire LEA
Inspection number 279783
Inspection dates 3 October 2005 to 3 October 2005
Reporting inspector George Rayner AI

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

Type of school	Infant	School address	High Cross
School category	Voluntary controlled		Froxfield
Age range of pupils	4 to 7		Petersfield, Hampshire GU32 1EG
Gender of pupils	Mixed	Telephone number	01730827251
Number on roll	36	Fax number	01730827251
Appropriate authority	The governing body	Chair of governors	Mrs R Reed
Date of previous inspection	6 March 2000	Headteacher	Mrs L Chester

Age group 4 to 7	Inspection dates 3 October 2005 - 3 October 2005	Inspection number 279783
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

The school is very small. It can take a maximum of 45 pupils and currently has 36 on roll. It has a rural location in what is recognised as an area of outstanding natural beauty. The school is situated in a very small hamlet and many of its children come from surrounding villages and the nearest town, Petersfield. Children are taught in two classes, with the Foundation Stage in one and older ones in the other. The school is located in an area of social and economic advantage. The vast majority of pupils are of white British origin, with none identified as having a first language other than English. The percentage with special educational needs is very low, with no child currently having a statement.

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's view is that it is very effective. The inspection indicates that it underestimates itself a little, as it is highly effective. The achievement of the great majority of children, who reach very high standards by the end of Year 2, is outstanding. The outstanding teaching and curriculum make a very significant contribution to this. The school succeeds extremely well in making the most of its lovely countryside setting and small size, while still providing a broad, balanced and very effective curriculum. Leadership is highly committed, decisive and knowledgeable. The partnership between leaders, staff, governors and parents is highly effective in providing a secure environment in which children can flourish. The children play a full part through their excellent behaviour and attitudes to work. The school provides very good value for money and has a clear capacity for yet further improvement.

What the school should do to improve further

The school does not have any major weaknesses and has correctly identified areas in which it could be even better: * Continue to improve procedures for tracking children's progress through the foundation stage and into Year 1 * Continue to work on improving children's standards in writing

Achievement and standards

Grade: 1

In 2004 children started the Foundation Stage with standards that were above average. This year they are much closer to average. After making very good progress, last year's children quickly reached well above average standards. All cope well with all parts of their learning. The brightest are able to do work in mathematics that is normally aimed at children in Year 2. In years 1 and 2 children make outstanding progress. By the end of Year 2 all succeed in reaching the expected standard in all parts of their learning. In reading and mathematics, most reach considerably higher standards than expected. Although many children do extremely well in writing, the standards here are not quite so strong. The school's results show that boys and girls usually do as well as each other.

Personal development and well-being

Grade: 1

Spiritual, moral and social development are outstanding. The school's close relationship with the village church is a powerful factor in its commitment to these. Children are strongly encouraged to understand right and wrong, co-operate with each other and adults and reflect upon their experiences. Froxfield is developing links with a Ghanaian school and has sent some older, but serviceable, computers there. African musicians visit the school and such activities as Red Nose Day effectively raise awareness. Attitudes and behaviour are excellent. Children work hard, show interest and co-operate

very well together. The school values pupils' opinions. It has surveyed their views on many matters, consulting them when for example, choosing colour schemes during redecoration. Attendance is better than the primary school average. The school strongly encourages children to eat healthily and take exercise. All food is cooked on the premises and full use is made of the small size and rural location to successfully promote a 'home-cooked', appetising, wholesome, diet with a good selection of vegetables. There is a basket of fruit, much of it locally produced, from which children are encouraged to take what they want.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning contribute very significantly to pupils' high standards. In the Foundation Stage, activities are carefully planned to match age and needs. This was seen in a numeracy lesson about shapes. Teaching very effectively checked and built upon children's existing knowledge, provided opportunities for them to participate in exploring shapes and strongly focused upon the development of specialist vocabulary. Teachers set clear and high expectations on how children should behave in class. When, in their enthusiasm, children cannot resist shouting out answers, this is corrected emphatically, but sensitively. When children work in small groups, tasks are well selected to match abilities. In most lessons, learning benefits from a high proportion of adults to children. Classroom assistants and volunteers support teachers in providing a high level of guidance for individual work and the headteacher often adds a helping hand. Occasionally, this reduces children's opportunities to work independently, or make their own choices. This happened when children were allowed to do written work that was too similar to some previously demonstrated by the teacher, rather than having to think of their own examples. Computers contributed effectively to every classroom-based lesson inspected. In each lesson, children used computers to enhance the presentation of their work and the interactive whiteboard was used to make learning more stimulating and challenging. For example, foundation stage children had to identify shapes as they were gradually revealed and were delighted when they got these right.

Curriculum and other activities

Grade: 1

The school succeeds in providing, in spite of its small size, a broad and balanced curriculum, enhanced by some very strong features. Visiting specialists give lessons in French, physical education and music. Links with nationally renowned experts have been invaluable in advising the school on designing a challenging curriculum for gifted and talented children. Very good use is made of experts in other fields to further enrich the curriculum through visits to conduct topic days on activities such as cookery and art. The school has addressed weaknesses identified by the previous inspection. Children in the Foundation Stage now have good opportunities to improve their knowledge

and understanding of the world. There are much better planned activities for improving physical strength and capability. Computer resources have been significantly improved and lessons in which children carry out design tasks are now much more frequent. Most pupils take part in after-school activities, for example swimming and tennis with professional coaches.

Care, guidance and support

Grade: 1

The school provides a high standard of care and guidance for its pupils, who benefit greatly from being part of a highly caring, secure and close-knit community. Systems to ensure safety are carefully organised. All teachers are trained in child protection, first aid and safety on school trips. Individual members of staff have qualifications to identify and help vulnerable children and those who are dyslexic. An extremely close relationship between staff and parents and carers ensures a very effective partnership in knowing about any problems children may have and helping to overcome these. Children are strongly encouraged to take pride in their work and to celebrate their achievements through a 'tree of achievement' and celebration assemblies in which those who do well academically, socially or in activities outside school, are recognised. There is genuine commitment to the well-being and success of every child. A detailed portfolio for each pupil shows their progress and regularly reviews this to identify any who are not reaching expected standards.

Leadership and management

Grade: 1

The headteacher leads with a very strong dedication to excellence in all areas of the school's work. The quality of teamwork between all other staff is amply demonstrated by the success with which the school maintained its standards and ethos during an extended period when the headteacher was absent through illness. In spite of its successes, nobody in the school is complacent. This led for example, to a determination to improve writing standards which, although high, do not quite match those in reading or mathematics. Governors make a very significant contribution to the life and success of the school. All are highly committed to the children and records of their visits show that they are very regular, familiar and helpful visitors. The school has very good systems for identifying individual children's starting points, so that their progress can be monitored and supported. It acknowledges though, that these do not yet provide a fully coherent basis for analysing overall standards of years or other groups. It is investigating computer-based systems as a means of improving this. Regular, rigorous monitoring and evaluation of lessons is carried out by the headteacher and local authority inspectors. Governors are also strongly involved in monitoring through links with subject areas, involving regular, formal, lesson observations. Parents contribute strongly to the school's work through their association, 'The Friends of Froxfield'. They are highly complimentary about it. A high proportion returned questionnaires and these were overwhelmingly favourable. Additional comments were noticeably rich in words like 'wonderful', 'idyllic', 'superb'; and 'excellent'. One parent said that all of

her children had been through the school, all had flourished and none had wanted to leave.

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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	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

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	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

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

Thank you for being so friendly and helpful when I visited your school. I really enjoyed my visit. It was good to see that you are so happy and like your school so much. Some of you told me that you love coming to school because the children and teachers are so nice.

My visit showed me that you are doing very well indeed in reading and using numbers and almost as well in writing. You help your teachers very much by behaving very well. I know that you will work hard to help your teachers as they try to make writing as good as the other things. Your headteacher and teachers have worked very hard to give you lots of interesting things to do. You have some very good computers to help you make your work even better. Other people often visit the school to help them. You clearly enjoy it when they show you how to do things like sports and making models and food. All of the grown-ups in the school care for you very much. They work hard together to make sure that you are happy and safe and that the school and playground are lovely places to be in. They told me how much they like the way you often help. The headteacher was very proud that you chose the lovely, bright colours for your toilets. One of the nicest things is how much your parents and other grown-ups who look after you love the school and help it so much.

Well done to you all and good luck for the future.