



Fawley Infant School

Inspection Report

Unique Reference Number 115894
Local Authority Hampshire
Inspection number 290358
Inspection date 30 January 2007
Reporting inspector Linda Kelsey HMI

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

Type of school	Infant	School address	School Road
School category	Community		Fawley
Age range of pupils	4-7		Southampton SO45 1EA
Gender of pupils	Mixed	Telephone number	02380897391
Number on roll (school)	58	Fax number	02380891836
Appropriate authority	The governing body	Chair	Cllr Lee Dunsden
		Headteacher	(Acting) Mrs Susan Ogden
Date of previous school inspection	4 March 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI).

Description of the school

This one form entry infant school serves an isolated community close to The New Forest. Many families are on low incomes and pupil mobility, because of the work at the local oil refinery, is high in some years. Numbers of pupils are presently low in each year group. The proportion with learning difficulties and disabilities is high, being close to half the pupils in the school. The school is currently managed by an acting headteacher because the school plans to federate with the local primary school in April 2007.

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 achieves good standards in academic and personal development of its pupils. Almost all pupils at the school whatever their learning disability or difficulty do well and make good progress. By the end of Year 2 standards are above average and have been rising year by year. This is because leadership and management of the school are good and have been consistently so since the last inspection. The school knows itself well and its good self-evaluation is based upon good monitoring procedures which are well established. There is good capacity for further improvement.

Pupils are taught basic skills well in all classes. The provision and teaching for the Foundation Stage is good. Teaching is good and there is a good level of adult support for the pupils. This high level of support and the good teaching is why pupils are making good progress. Parents, grandparents and learning support assistants all work hard to ensure all pupils are heard to read regularly. Those who have difficulties are well supported in class. The school recognises that it needs to identify which pupils could achieve even higher standards.

Pupils' personal, spiritual, social, moral, and cultural development are all good. There is good support from outside agencies, and pupils who have special needs are quickly identified and given help. There are close links with the local church and the community. Pupils learn about other cultures and festivals through special days and by preparing different food from around the world. For instance, the school is preparing to celebrate the Chinese New Year this week.

The well planned curriculum is very suitable for the pupils' needs and is based on good data analyses and a thorough knowledge of the pupils and their backgrounds. Pupils enjoy school and they eat healthily at lunch times. Almost half have school lunches, which are varied and well cooked. Parents have been encouraged to think sensibly about packed lunches and most pupils bring a well balanced meal to school. Physical activity is developed through outside play and physical education lessons in school. Trips outside school add to the quality of the curriculum making the school an interesting place in which to learn.

Pupils are well cared for and academic performance is managed very well. The school has kept good records of pupils' attendance. It works closely with the education welfare officer to encourage parents to be more punctual at the start of the day and also to ensure that their children do not have too many days off school. Despite these efforts, attendance is stubbornly below average and has been for the last year. The school keeps good records of pupils' progress but has not checked whether under-performance is linked to poor attendance.

What the school should do to improve further

- Improve attendance figures and find ways to further influence parents about the importance of getting their children to school regularly and on time.
- Identify which pupils are capable of achieving higher standards.

Achievement and standards

Grade: 2

Standards at the end of Key Stage 1 are above average. Pupils start the school with low levels of skills in speaking and listening and emotional development and nearly half have some learning difficulty or disability. The majority of pupils make good progress from their starting points and the pupils with learning difficulties and disabilities make excellent progress. By the time they leave at the end of Year 2 standards in reading and writing are above average. This is because the school has had a clear focus on developing these areas and targets support toward these skills. Standards are above average in mathematics, and in line with the national average in science. For the very few more able pupils in the school progress is good in reading and writing but it is not as high in speaking and listening and science.

Personal development and well-being

Grade: 2

Personal, spiritual, moral, social and cultural development are good. Attendance is however, below average and some pupils are not punctual enough for a brisk start to the day. Pupils are polite and courteous to visitors and respond well to adult support; they enjoy school and behave well in class. Relationships are good. The school is closely affiliated to the local church and receives regular visitors from different religions. The free and open access to the play area in the Reception class means that pupils are able to build good relationships with each other and so develop their emotional well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and has been consistently so since the last inspection. As a result pupils are making good progress throughout the school. There are high levels of expertise and experience among the staff and these are shared. Staff work closely together, and learning support assistants work with the pupils who have learning difficulties and disabilities. However, more needs to be done to stretch the more able pupils. Teachers plan their lessons well and have good subject knowledge. Resources including information and communication technology are used well to enhance all areas of the curriculum. Computers are readily accessible in each classroom.

Curriculum and other activities

Grade: 2

The curriculum is good and is based on a good understanding of where pupils are with their learning. The school has rightly focused on improving language and communication skills and this has resulted in higher standards in these subjects.

Although standards in subjects such as science are weaker there was some good investigational science going on during the inspection. The school knows that it needs to work on these areas.

The school recognises that it has fewer talented children in the school, but is looking at ways at developing this part of the curriculum. There are opportunities within class to extend the more able. For example, one boy in Year 1 was observed sorting metallic and non-metallic objects. From the metallic selection he hypothesised which would be magnetic and started to write down his predictions. This is a high standard of work and thinking for Year 1. It reflects the excellent teaching of this lesson and also highlights the potential of some of the pupils. The outside play areas are attractive and useful so that pupils can use the playground for extending learning opportunities.

Care, guidance and support

Grade: 2

Care guidance and support are good. Pupils are nurtured through the early stages of learning so that they become responsible and articulate citizens who are socially adapted and ready to learn. Teachers know the pupils well and each has their learning carefully monitored. Data is analysed to gauge progress over time and from starting points. However, the school has not yet matched possible underachievement to poor attendance. It has also not yet identified its most gifted and talented pupils.

Safeguarding checks and child protection procedures are all in place. There is currently no designated first point of contact for child protection, but the current acting headteacher is being trained to take on this role.

Leadership and management

Grade: 2

Leadership and management are good. The school is currently well led by an experienced acting headteacher who knows the school well. She is actively leading the school towards federation with the local primary school because, in the long term, this is seen as most beneficial for the school's future and viability. This federation has been widely consulted on at all levels.

Monitoring and evaluation are effective and have had a good impact on planning for the future. What the school knows about itself it uses well to improve standards across the school. This has been demonstrated by the increased focus on improving reading and writing. As a result, standards have risen in these subjects. The school correctly recognises that there is more work to do in improving the standards in science and in achievement overall for the more able pupils at the school. Self-evaluation is effective and has taken account of staff and parents as well as pupils' views. Resources are well used across the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for making me so welcome in your school. I enjoyed seeing you work hard in your classes and found the work you were doing very interesting. I am not surprised you enjoy coming to school. I promised you I would let you know about your school when you asked me why I was visiting.

Your teachers and helpers work very hard to make sure you are all getting the right skills in reading and writing and when using computers. They take good care of you and ensure you get help when you need it. I was particularly impressed with how well you get on with each other and play well together. Your teachers plan exciting and interesting work for you to do and so you are extremely well behaved and listen well in class. Some of you were working very hard at your science investigation enjoying sorting objects, and more of you could be identified to do work like this at higher levels.

Your headteacher is very good at ensuring that you have a good school and she has worked hard at trying to make your parents understand the importance of getting to school earlier and for some of you more frequently. I have asked the school to keep a check on how many of you still arrive late for school and to see which ones of you are most affected by lateness and poor attendance.

Linda KelseyHMI