



Ranvilles Infant School

Inspection Report

Unique Reference Number 116028
Local Authority Hampshire
Inspection number 290400
Inspection dates 10–11 October 2006
Reporting inspector Michael Pye

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

Type of school	Infant	School address	Oldbury Way
School category	Community		Fareham
Age range of pupils	5–7		PO14 3BN
Gender of pupils	Mixed	Telephone number	01329841653
Number on roll (school)	150	Fax number	01329845754
Appropriate authority	The governing body	Chair	Mrs Jan Hughes
		Headteacher	Mrs Wendy Collins
Date of previous school inspection	3 December 2001		

Age group 5–7	Inspection dates 10–11 October 2006	Inspection number 290400
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average infant school serves an area of private housing and homes for naval personnel. Mobility into and out of the school other than at expected times is above average. The number of pupils entitled to free school meals is below average. Almost all pupils come from a White British background. The proportion of pupils with learning difficulties or disabilities (LDD) is below average and there are very few pupils with statements of special educational need. The school has recently been recognised by a national body for its innovative information technology project involving computer access for pupils' homework.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good standard of education for its pupils. It has particular strengths in the quality of pupils' personal development and well-being, the curriculum and in the way it cares for the pupils. Skilled leadership has brought necessary change and teaching and writing standards have improved since the last inspection.

Standards on entry to the good Reception classes vary but are usually in line with expectations for this age. The children make good progress and do particularly well in their personal and social development. Standards in the 2005 tests for seven year olds were significantly above average. In 2006 there were more pupils with learning difficulties and standards at the end of Year 2 were average. Some of these pupils made good progress given their starting points. In the work seen during the inspection standards were above average for the current Year 2 pupils, and progress was good.

Pupils' progress reflects the impact of the very positive level of pupils' personal development. New approaches to social and emotional education, such as brain gym and Pilates, have contributed to pupils' concentration levels and their enjoyment of learning. Behaviour is good, with pupils being polite and friendly.

The headteacher's very clear vision for the school centres on the development of the whole child. This is very well illustrated by the outstanding curriculum which challenges pupils whilst encouraging enjoyment and a sense of curiosity. Pupils' spiritual, moral, social and cultural education is outstanding. Parents overwhelmingly support the school. One wrote, 'My little boy runs into school - what more can I say?'

Leadership has established a wide range of monitoring and self-evaluation systems which involve a good number of managers. Teaching has been improved through the effective monitoring of lessons and is now good. There are some occasional inconsistencies in the quality of lessons where the pace of the lesson drops and where assessment does not adequately lead to appropriately challenging work being set. The school now gathers a wide range of assessment information. Some analysis of the data takes place but it has not been sufficiently focused to maximise the achievement of all pupils. The school has outstanding links with the local junior and special school. Pupils benefit very well from the secondary school that provides sports coaching and information and communication technology support.

What the school should do to improve further

- Ensure that all teaching is as good as the best.
- Refine the analysis of assessment data so as to better identify areas for improvement.

Achievement and standards

Grade: 2

Progress through the school is good. In 2005 pupils made good progress and standards were well above average. In 2006 the standards were average in a year that had increased numbers of pupils with learning difficulties. This reflected good progress for this group given their starting point. The current progress of pupils is good overall and good standards were observed during the inspection.

The standards of children entering the Foundation Stage vary but are usually in line with expectations for their age. Recent changes help ensure that the children are able to pursue their own interests and have a wide choice of activities. Consequently they achieve well. Particularly good progress is made in the children's personal and social development.

Pupils with learning difficulties make good progress because of the care and skilled support they receive from teaching assistants.

Personal development and well-being

Grade: 2

Personal development is very good with significant strengths. Pupils feel secure, are confident, happy, and settle well to their work. They really enjoy learning and feel valued. One parent wrote, 'The and;quot;Well Doneand;quot; assemblies celebrate all the children's achievements both at home and at school, and is a great feature for enhancing self-esteem'. Attendance is good.

Pupils' outstanding understanding of and commitment to healthy lifestyles is seen in their desire for more fruit, water and exercise. They make positive contributions to their school, local community and wider world, through the school council, public performances and charity work. Their suggestions for improving the toilets and providing friends for children who may feel lonely at playtimes have led to successful developments in these areas. Pupils benefit well from the safety guidance provided by visitors such as the police, but occasional opportunities are missed to reinforce safety education, such as how pupils use cutlery. The pupils' very positive attitudes to learning, the warm supportive relationships they enjoy and the good progress they make prepare them well for future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. There are many strengths. Teachers use the inspiring curriculum to present pupils with interesting activities, and this promotes pupils' thinking skills. In such vibrant learning environments pupils are motivated and achieve well. There is obvious respect for pupils' views and the positive relationships result in

the pupils being willing to work and get involved. Pupils benefit very well from the use of good strategies that promote the on-going review of their targets during lessons. In the Foundation Stage children react positively to the good opportunities for them to socialise and make use of a good range of resources. Monitoring has identified some inconsistencies in the quality of teaching, where the pace of the lesson drops and where assessment does not adequately lead to appropriately challenging work being set.

Curriculum and other activities

Grade: 1

The outstanding curriculum presents pupils with interesting learning opportunities which excite them, and they react very positively to the various opportunities on offer to participate in the performing arts. Projects present very good opportunities for pupils to be creative and to develop their thinking and research skills. Throughout the curriculum there is a consistent reinforcement of the school's values. One parent summed up the effect, 'I have noticed a marked change - my daughter is more independent, willing to try and is listening more attentively. The 'Rights, Respect and Responsibility' promoted throughout the school allows the children to have a say in their own environment and helps them respect both adults and peers'.

The curriculum is very responsive to local needs. One project, for example, explores life in the navy - both past and present. Crucially the project includes discussions about the feelings of the families left behind when sailors leave their home port. In such ways are the total needs of the pupils addressed. The personal, health, and social education programme further supports the pupils' emotional needs. The school's attractive environment reflects the impact of the curriculum. There are bright displays, artwork, and photographs of pupils' work on a wide diversity of cultures, such as the native peoples of America.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, and parents are correct in their belief that the school provides a very good standard of care for pupils. It has also introduced a good range of activities like philosophy that contribute to the emotional health of pupils. The arrangements for health and safety, risk assessments and child protection are secure.

Very good use is made of external agencies to support pupils and their families. Effective management and monitoring of pupils with learning difficulties enables them to achieve as well as their peers. Most, but not all, pupils know their targets in writing and mathematics. The school gathers a good range of assessment data to identify pupils' progress, but deeper analysis would further help it to identify where future developments are needed.

Leadership and management

Grade: 2

The leadership and management of the school are good. The current, highly skilled headteacher came to a school where many pupils were underachieving. Accurate self-evaluation, involving all staff, contributed to improved standards. Also identified was the need for curriculum changes that would help motivate pupils and subsequently improve their achievement.

Self-evaluation is well established and the school is careful in judging the impact of proposed change. Trialling of the outstanding curriculum took place prior to its full introduction. The school has successfully trialled the innovative use of a computer learning platform which pupils access for their homework. This has particularly motivated boys and they are now more keen to write.

Well-established monitoring systems encourage professional reflection. Consequently teaching and the tracking of pupils' progress have both improved since the last inspection. Teaching is now good overall, although the school recognises that there are still areas for further development. Analysis of assessment data takes place but a more focused approach, for example by identifying the achievement of late-entrants to the school, would further enable the school to plan improvements.

There is a good shared vision for the school embracing the 'Right, Respect, Responsibilities' approach that has resulted in a successful emphasis on pupils' personal development. Questionnaires identify parental views and consequently the school now runs induction meetings for all years. Pupil views about what they want to learn are used to guide the teaching of the projects. The governing body gives very good support to the school, visiting regularly and contributing to monitoring. The track record of improvement since the last inspection is testimony to the good capacity of the present leadership team to further improve 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	2

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	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
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?	1
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 for welcoming us into your school. We enjoyed meeting you and listened carefully to what you had to say.

We think that your school is good and that you are learning well. We think that some of the things which your school is doing are outstanding. This means they are very, very good. These include the curriculum, which is what you learn. Work and photos around the school show how exciting, interesting and fun this is. No wonder that most of you enjoy school so much! We liked the way that you are all learning to get on together, and that you know how to behave, and to look after things. The way you are encouraged to think carefully about life and the world around you is also very good. Your understanding and attitudes to leading healthy lives are outstanding. As several of you said, you certainly are 'A Healthy School'.

The school and your teachers use links with other schools and visitors extremely well to improve learning for all of you. We were pleased to see how well you behave, how much most of you like school and how much you enjoy learning. You play well together and work hard.

Many of your lessons are good, if not better, but we would like them all to be like this. Perhaps you could tell your teachers if you find something particularly interesting or helpful. The school has a lot of information about how well you are all doing. We have asked them to look at this carefully to see if they can make your learning even better so that you reach even higher standards.

Thank you again for all your help. We wish you all well for the future.

Michael Pye

Lead inspector