



# Peel Common Infant School and Nursery Unit

Inspection Report

**Unique Reference Number** 116173  
**Local Authority** Hampshire  
**Inspection number** 290446  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Janet Sinclair

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

<b>Type of school</b>	Infant	<b>School address</b>	The Drive
<b>School category</b>	Community		Rowner
<b>Age range of pupils</b>	3–7		Gosport PO13 0QD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01329234878
<b>Number on roll (school)</b>	189	<b>Fax number</b>	01329283075
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Monique Lockwood
		<b>Headteacher</b>	Ms Annie Woolland
<b>Date of previous school inspection</b>	14 January 2002		

<b>Age group</b> 3–7	<b>Inspection dates</b> 31 January –1 February 2007	<b>Inspection number</b> 290446
-------------------------	--	------------------------------------

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by two Additional inspectors.

## **Description of the school**

This is an average sized infant school with an attached Nursery unit. It serves families from a variety of social backgrounds, many of whom are disadvantaged. The majority of pupils are of White British origin, with very few from other backgrounds. There are an average number of pupils with learning difficulties. When children start in the Nursery their skills and abilities are below those expected of three year olds.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Peel Common is a satisfactory school. It has a strong caring ethos which supports pupils' personal development and pastoral care well. Parents are very pleased with the good level of care their children receive. As one parent said, 'the children gain in confidence and are all happy and well behaved.'

Children start in the Nursery with standards below that of typical three year olds. They make good progress during their time in the Foundation Stage and, by the end of Reception, they meet the goals expected of them.

By the end of Year 2, pupils make satisfactory progress to reach broadly average standards in reading, writing and mathematics. Standards are above average in science and progress is good. Teaching is satisfactory overall. It is good in the Foundation Stage, which helps these children to achieve well. Lessons are well planned and organised and pupils have good attitudes to their work and behave well. However, in Key Stage 1, pupils have too few opportunities to work independently, which affects the quality of their learning. In mathematics, opportunities for pupils to discuss their ideas and extend their thinking are limited. In writing there is not enough focus on developing the skills needed for the next level and this slows progress. Pupils' personal development is good. They attend school regularly, have good attitudes to work and behave well. They are very clear about healthy lifestyles and through the School Council they have a say in improvements such as the redecoration of the toilets and the provision of lunch-time monitors. The curriculum is satisfactory. It is mainly well planned to ensure continuity in pupils' learning. Pupils are well cared for and they feel safe and well supported. Academic guidance is satisfactory. Pupils' progress is tracked and regular assessments take place, which helps teachers to plan appropriate work. However, marking of pupils' work, although supportive, does not tell pupils what they need to do to improve. Leadership and management are satisfactory. The headteacher has created a caring supportive environment in which pupils' personal care is given a high priority. All leaders are committed to raising standards further. However, English and mathematics subject leaders have too little input, through monitoring of teaching or evaluating the success of initiatives. Improvement since the last inspection is satisfactory overall with a good improvement in standards in science. The school has a sound capacity to improve further.

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

- Ensure teachers give pupils the opportunity to discuss their ideas in mathematics and give them more help to develop their writing skills to the next level.
- Ensure that pupils are clear about what they need to do to improve.
- Ensure English and mathematics subject leaders have the opportunity to monitor and evaluate all aspects of pupil achievement in order to raise standards in Key Stage 1.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Children start in the Nursery with skills that are below average. They make good progress during their time in the Foundation Stage and by the start of Year 1, most achieve the goals expected for their age.

Standards are broadly average in Key Stage 1, representing a satisfactory level of achievement given their prior attainment. The school's performance in national tests in 2006 dipped from a broadly average picture overall to below the national average in writing and mathematics. This was because there was a good number of pupils, particularly boys, with learning difficulties including some with severe emotional and behavioural issues, who did not perform well. Standards of pupils currently in Year 2 are broadly average but there are issues which are slowing their progress. In mathematics, work is overly directed by the teacher and pupils have too few opportunities to discuss their work or explain their method and reasoning. In writing teachers do not focus sufficiently on the skills needed to get pupils to a higher level. Pupils with learning difficulties are supported well and make satisfactory progress. Pupils enjoy science and make good progress.

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

### **Grade: 2**

Relationships are good and pupils feel safe and happy in school. Their behaviour in classrooms, around the school and in the playground is good. They display positive attitudes to one another and also to school work. Attendance is average.

Pupils' spiritual, moral, social and cultural development is good. Pupils have a strong sense of right and wrong. For example, they willingly take part in charity collections such as Red Nose Day and they ensure fair play when they act as friends to others through their role as 'playground friends'. However, too few opportunities to learn about life in a multi-cultural society limits their understanding.

Pupils have a good understanding of healthy lifestyles, as one pupil said, 'We eat lots of fruit, drink water and take lots of exercise.' Pupils feel secure at school, safe from bullying and confident that there is someone they can talk to if they are worried. They willingly take on responsibility, for example, the school council has improved lunch-time eating arrangements. As one pupil said, 'Lunch-times are much better since the school council organised table monitors'. Pupils make a sound contribution to the community through initiatives such as recycling. They acquire skills in literacy and numeracy that equip them satisfactorily for later life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory overall. It is good in the Foundation Stage.

In the Nursery and Reception classes work is well planned to meet the needs of the children. Good attention is given to their personal development, activities are engaging and children are well motivated to learn thus ensuring good progress. For example, children in the Nursery had good fun learning to count as they re-enacted part of the story of the Three Billy Goats Gruff.

In Key Stage 1, teachers plan lessons well, make good use of resources and have good relationships with pupils. As a result, pupils are well behaved and keen to learn. Teachers make good efforts to match work to pupils' needs but are not always successful, so pupils are sometimes unclear about what they have to do and lose interest. Work is mainly directed by teachers with few opportunities for independent learning or discussion in order to clarify pupils' ideas or extend their thinking. In writing, teachers do not focus enough on ensuring pupils develop the skills needed for the next level and this slows progress. Teaching assistants give good support in lessons.

### Curriculum and other activities

#### Grade: 3

The curriculum is well planned and generally ensures continuity in pupils' learning. The Foundation Stage curriculum covers all areas of learning and is well matched to children's needs. In the Nursery the good provision helps young children to settle quickly and ensures they feel confident to come to school and enjoy the activities on offer. In Key Stage 1, basic skills are taught satisfactorily although not enough attention is given to using and applying mathematical ideas. There is sound provision for pupils with learning difficulties with good use made of specific programmes. Pupils' personal development is promoted well through the good attention to their health and safety, for example, the road safety programme for pupils in Year 2 and the Healthy Schools initiative. Visits, visitors and additional activities such as the choir enrich the curriculum and add to pupils' enjoyment. They particularly enjoy their visits to Marwell Zoo and visits from the policeman.

### Care, guidance and support

#### Grade: 3

The care, guidance and support provided for pupils are satisfactory. The good relationships between the pupils and their teachers and teaching assistants are testimony to the positive ethos of the school. Parents are agreed that the quality of care is good and that their children feel safe at school. Procedures to ensure the safe recruitment of staff are effective, as are arrangements to provide child protection.

Teachers conduct effective risk assessments before taking pupils on school trips and regular health and safety checks of the school premises are undertaken.

Pupils' academic progress is tracked satisfactorily. They have termly assessments which help teachers plan appropriate work and individual targets for reading and writing to help them improve. However, targets are not always sharp enough so do not have as much impact on pupils' progress as they could. Marking is supportive but it rarely tells pupils what they need to do to improve. Support given to pupils with learning difficulties helps to meet their needs.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The headteacher has a clear vision for the school and, with the support of senior staff, has taken action to bring about improvement. For example, the school has focused strongly in recent times on improving pupils' personal development, so that pupils' attitudes and attentiveness are much better. A whole school focus on raising standards in science has also been successful in raising pupils' achievement. Teaching and learning are monitored regularly and all subject leaders have clear responsibilities. However, although English and mathematics subject leaders have done much to improve provision in their subjects, they do not as yet have sufficient input through monitoring of initiatives or observing lessons to raise standards further. Although the school improvement plan is clear about what needs to be improved, the school does not always fully follow up the success of its endeavour to ensure improvements are maintained.

The governors carry out their legal and other responsibilities conscientiously and show a clear understanding of the strengths and weaknesses of the school. They give good support, but could provide a greater sense of challenge by acting as 'critical friends' to the school. The school provides satisfactory value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 being so friendly and helpful when we visited your school. We both enjoyed talking to you and appreciated the help you gave us with the inspection.

Your school is satisfactory overall. We would like to tell you what we think about how well you are getting on and how your school is helping you to learn.

There are lots of things we like about your school. Some of them are:

- You make good progress in science.
- Your school is caring and friendly.
- You behave well and are keen to work hard.
- Your school has made sure you know how to stay safe and healthy.
- The Nursery gives you a good start by taking really good care of you.
- The school council has worked hard to improve the school for you and I know you appreciate this.

To make your school even better, however, we are asking your teachers to give you more opportunities to talk about what you are doing, especially in mathematics, to work on tasks on your own and make it clearer to you how you can improve your work through their marking. So you get better at writing and number work we have asked the school if they can make sure they check how well you are doing even more carefully.

Yours sincerely

Janet Sinclair Lead inspector