

Bordon Infant School

Inspection report

Unique Reference Number	115865
Local Authority	Hampshire
Inspection number	312081
Inspection dates	10–11 December 2008
Reporting inspector	Lily Evans

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	161
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Chris Smith
Headteacher	Mrs Katy Pinchess
Date of previous school inspection	14 March 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Budds Lane Bordon GU35 0JB
Telephone number	01420 472358
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Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bordon is an infant school of average size serving the local community next to the army garrison. A third of all pupils are from army families and there is much higher than usual mobility. There is a higher than average proportion of pupils with learning difficulties and/or disabilities, including communication and language difficulties and behavioural difficulties. Over the last six years there have been three changes of headteacher. The current headteacher has been in post for two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bordon Infant School provides pupils with a satisfactory education. It is an improving school and under the good leadership of the headteacher, standards have risen over the last two years. In 2008, there was a sharp upturn in standards, which now match the national average for the first time since 2004. A third of the school population are the children of army personnel and these children enter and leave the school at times other than expected. The headteacher, her staff and pupils ensure a warm welcome to these new pupils and parents. They feel valued and praise the good work that the school does. Responses from parents' questionnaires at the time of the inspection were overwhelmingly positive. One parent commented, 'Our family is very pleased to be part of Bordon Infant School. It is a fun place to learn and I always feel free to express concerns with teachers.' Pupils understand that moving school can be worrying. They talk about how they make friends with new pupils, show them where things are and help them to settle in. The school provides effective pastoral care and guidance for pupils, in particular for those with personal and social and behavioural difficulties. Pupils know how to be healthy and safe, enjoy their lessons, and identify the 'Golden Rules' as the best things about the school. This is because pupils are involved in creating them and the rules provide clear expectations of good behaviour and learning.

Pupils enter Year 1 at below expected levels and make acceptable progress. By the end of Year 2, they reach average standards in reading and mathematics although standards in writing are below average. Although some children make good progress, the achievement of pupils is satisfactory overall, because too few of the more able pupils reach the higher levels in mathematics and writing, and achievement in writing is weak. Those pupils in Year 1 with learning difficulties, particularly in communication, language and literacy, achieve less well than others when compared with similar pupils nationally. Pupils with behavioural, social and emotional difficulties make good progress, in part due to the beneficial effect of the Nurture Group. The quality of teaching and learning is satisfactory overall, and around half of the teaching seen was good. Pupils are aware of their targets in the front of their books and some know them. However, teachers do not consistently relate the work in books to the progress pupils are making towards their targets and do not involve pupils in this process. This slows progress and teachers miss opportunities to plan the right amount of challenge, which would raise expectations and standards.

Governors give good support to the school in ensuring statutory requirements are met and in important practical ways. Following issues raised at the time of the last inspection, they have helped to drive forward building improvements, which have recently been completed. The school has now been extensively refurbished to provide a pleasant and welcoming learning environment with discreet teaching and quiet areas. This is already having an impact on pupils' ability to concentrate in lessons. Over the last two years, the new leadership has shown its determination and ability to bring about improvements and has shown the school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the Reception Year at low levels for their age, especially in communication and social skills development. They make satisfactory progress overall, but remain below expected levels in most areas of learning by the end of the year. Children enjoy learning and have fun.

This is because teachers provide a suitable balance of adult-led activities and opportunities for children to choose for themselves. The environment is safe and relationships between adults and children are warm and positive. There is a good range of resources and the outdoor area is used well to support all aspects of the curriculum. For example, Santa's Workshop, created in this area, provides imaginative role play opportunities for children and effectively encourages language, mathematical and creative development. Teaching assistants play a valuable role in promoting learning through their interaction with groups of children.

The quality of teaching and learning and the curriculum are satisfactory. Teachers miss opportunities to plan writing opportunities and to challenge and raise the expectations of the more able children. They make good progress in developing aspects of mathematical skills and personal skills. Staff observe, record and track children's progress carefully, keeping appropriate records. Children are encouraged to learn both independently and cooperatively. The leadership of the Early Years Foundation Stage is satisfactory. Recently revised shared planning procedures are promoting consistency between the two classes and this is beginning to help accelerate children's progress.

What the school should do to improve further

- Raise standards in reading, writing and mathematics.
- Improve achievement in Reception so that children's learning approaches expected levels by the end of the year.
- Ensure teachers consistently assess pupils' work towards their targets and help pupils to know what they have to do to achieve them.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are average in reading and mathematics. While standards in writing are improving, they still remain below average. Too few pupils are reaching the higher levels in writing and mathematics. The school recognises there is more to be done to ensure all pupils make as much progress as they can. Higher standards in reading have been achieved because of the introduction of intervention programmes and changes to how words sounds are taught. Standards in mathematics have risen well because staff have had intensive support to improve their skills in delivering the new curriculum. In order to raise standards in writing, staff have received training and the school is poised to implement a new programme of teaching and learning writing skills. The school wastes no time in assessing pupils joining the school mid-year so that they make similar progress to those in school for the full three years.

Personal development and well-being

Grade: 2

Pupils respect and care about each other because they are encouraged to be thoughtful about others' feelings and to be reflective learners. New arrivals have good support from class and playground buddies. Pupils are involved in the creation of class rules and have a strong sense of right and wrong. They enjoy lessons and say 'The teachers are kind and help you.' Their attendance is satisfactory, an improvement since the last inspection. They like to gain 'Golden

Time' rewards for good work and helpfulness. Their spiritual, moral, social and cultural development is good. Most pupils behave well and are enthusiastic, attentive learners. A minority of pupils are readily distracted, especially if they have to sit on the carpet for too long. Pupils say they feel safe and protected in school and are confident about turning to an adult for support if needed. They understand the value of healthy eating and the importance of keeping fit through exercise. Many pupils take advantage of the games and multi-skills clubs on offer at lunchtimes. Members of 'Pupil Voice' enjoy their responsibilities in school. Their recent suggestions have led to successful fundraising events supporting donations to charities and in increasing the range of playground games and activities.

Quality of provision

Teaching and learning

Grade: 3

Teachers place good emphasis on learning key vocabulary associated with each subject. They encourage pupils to use this in their answers to questions and in talking to partners. They set clear learning intentions in lessons, so that pupils are clear about what they are learning. Although lessons are well planned, some lesson introductions are too long which leads to restlessness and inattention among the pupils. This can also mean that pupils do not have enough time to do their own work because they have been listening to teachers for too long. Teachers use interactive whiteboards well. This makes learning fun and promotes active participation as well as good understanding. This is especially helpful to the few pupils learning English and to pupils with language learning difficulties. Teaching assistants work effectively with pupils to help them extend their learning. Teachers plan tasks at different levels of ability, but tasks are not always accurately tailored to individuals' levels of understanding, leading to insufficient challenge for the more able. The quality of marking is inconsistent and there is insufficient attention to developing neatness in handwriting and presentation of work.

Curriculum and other activities

Grade: 3

The curriculum offers an appropriate balance of skills, personal development, creative and practical activities. However, there is a lack of planning for practise in the use of basic skills in reading, writing, and information and communication technology (ICT) in other subjects. Enrichment through lunchtime clubs, visits, visitors and community events links well to pupils' learning and adds interest and enjoyment. The planned curriculum links in well to topics related to the army such as Remembrance Day and learning about the world wars. More work is being done to ensure the effectiveness of extra programmes for pupils with communication, language and learning difficulties. The school is exploring ways to give better support to pupils learning English. Better use of assessment is leading to improvements in planning work to challenge higher-attaining pupils, but there is further work to be done.

Care, guidance and support

Grade: 3

Care guidance and support for pupils are satisfactory. The procedures for ensuring the safety, care and welfare of pupils are good. The school recognises there are too many pupils on the register of special educational needs. There are a number of pupils who require extra support in developing personal, social and emotional skills. Consequently the school rightly places a

strong emphasis on supporting families, promoting good social development and encouraging good behaviour. The school Nurture Group provides a valuable extension to the curriculum. There are also good links with outside professionals, the local junior school and the local Children's Centre. When teachers use improvement targets to show how they are progressing towards the next steps in their learning, pupils are able to proudly demonstrate their good progress. However, these targets have recently been introduced and consistent good practice is not yet established across the school.

Leadership and management

Grade: 3

Over the last two years, the headteacher has given good leadership and shown determination to drive up standards. Since the last inspection there has been considerable turbulence of leadership and management. This has meant that the roles of managers highlighted in the last inspection are only now being developed. The headteacher is currently devolving some of the responsibilities for monitoring teaching and learning and tracking the progress of pupils to subject leaders, and is linking this to their performance management. Recognising the importance of staff training, the headteacher is ensuring that everyone has their training needs identified and met. The SENCO, new in post this year, has improved the provision for pupils with learning difficulties and/or disabilities by improving the formal record of pupils on the register of special educational needs who are having satisfactory support from intervention programmes. The school is collecting assessment data, and is informed by tracking information. However, these data are not yet consistently well used by staff, for example to challenge the reasons for pupils' lack of progress and to take appropriate action. The school has good relationships with the local community and with the local army garrison and regularly meets with representatives in order to support families. The school is fully involved in local events, and within the curriculum celebrates the diversity of pupils at the school.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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	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

Annex B

Text from letter to pupils explaining the findings of the inspection

05 January 2009

Dear Pupils

Inspection of Bordon Infant School, Bordon, GU35 0JB

Mr Ransom and I would like to say a big thank you to all of you for the welcome you gave us when we visited your school. We enjoyed talking with you and seeing you at work and play. We especially liked the performance of Penguin and Zebra classes in the nativity play.

We liked these things about your school.

- The Golden Rules and how they help you to understand how to behave.
- Your thoughtfulness towards others and the welcome you give to new pupils.
- The Nurture Group.
- Your new school building.
- Your school helps you to enjoy learning, be safe, be healthy and work together.

These are the things we would like your school to improve.

- Help you to improve your reading, writing and mathematics.
- Help you to make better progress in the Reception class.
- Help you to understand what you have to do to improve to the next level in your work.

You can help your teachers by practising your reading and writing at home.

Yours faithfully

Lily Evans

Lead Inspector