

Chandler's Ford Infant School

Inspection report

Unique Reference Number	115872
Local Authority	Hampshire
Inspection number	312085
Inspection date	9 July 2008
Reporting inspector	Janet Sinclair

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

Type of school	Infant
School category	Community
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	158
Appropriate authority	The governing body
Chair	Mr S O'Toole
Headteacher	Mrs C Heare
Date of previous school inspection	18 October 2004
School address	Kings Road Chandler's Ford Eastleigh SO53 2EY
Telephone number	02380 252655
Fax number	02380 273384

Age group	4-7
Inspection date	9 July 2008
Inspection number	312085

© Crown copyright 2008

Website: 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 an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: overall achievement, particularly that of boys, curricular provision, academic guidance and the effectiveness of new leadership and management. Evidence was gathered from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff, governors, pupils and an analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments as given in the SEF were not justified and these have been included where appropriate in the report.

Description of the school

This is a smaller than average infant school. The proportion of pupils with learning difficulties and disabilities is above average as is the proportion of pupils with complex needs who have a statement of special educational need. There have been a number of recent staff changes, including the recent appointment of the deputy headteacher and Foundation Stage manager. The school has gained Investors in People and Healthy Schools status, together with Artsmark and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chandler's Ford Infants is a good school. It is a strong, caring community where pupils thrive and fully enjoy their learning. The headteacher provides clear and thoughtful leadership, with a strong emphasis on ensuring that pupils reach their full potential. She has guided the school well through a time of staff change, maintaining a good learning environment and a continuing focus on improvement. Most parents are very supportive of the school and commend the care it takes of their children. One parent who said, 'My child loves going to school and is progressing well because the school is a well-managed, happy and supportive place,' sums up their views. Parents who have children with complex learning needs are particularly pleased with the level of support their children receive.

From slightly below average starting points, pupils make good progress in Key Stage 1 to reach above average standards in reading, writing and science by the end of Year 2. The picture is improving due to a good emphasis by senior staff on daily guided reading, regular assessment of pupils' writing and the use of specialist teaching support for science. Standards in mathematics are not quite as high, being just above average, and this is because the strategies used to improve the subject are fairly new and their impact is yet to be felt. Also, there is a limited focus on setting clear targets for mathematics that fully involve pupils in improving their work.

Teaching is good. It is well organised and managed and gives pupils a clear understanding of what they are expected to learn in lessons. There are good relationships at all levels and pupils state quite clearly that, 'Teachers make learning fun'. As a result, pupils have good attitudes to their work and behave well in lessons. Only occasionally does this lapse when the challenge in lessons does not fully engage them. Teaching assistants make a good contribution to pupils' learning through their effective support for small groups and individuals, particularly in phonics and guided reading sessions. Additionally, good support from the English subject leader has helped teachers clearly identify the next steps in pupils' writing development. This has enabled them to plan more effectively for their learning.

There is a well-planned curriculum, which ensures a good emphasis on the teaching of basic skills. For example, the effective use of a phonics programme for all year groups, supports pupils' good progress in reading. Subjects are linked well through the good use of topics and this fully engages pupils in their learning. However, by storing all topic work together in one folder, it is difficult for staff to monitor pupils' progress in individual subjects. Pupils enjoy the good range of visitors such as the Bournemouth Symphony Orchestra and the Blue Reef Mobile Rockpool. They particularly enjoy sporting activities such as sports coaching, country dancing and football. This, coupled with good attention to health and safety through the award of Activemark and events such as, 'Anti-bullying Week,' makes a good contribution to pupils' personal development. Pupils are clear that they feel safe from bullying and know that 'fruit, vegetables, exercise and plenty of water', are part of a healthy lifestyle. They fully enjoy the responsibilities of being school councillors (TED reps), VIPs and playground friends because, as they were quick to note, 'We do loads of important and special jobs and make sure everybody has a friend.' Spiritual, moral, social and cultural development is good. Pupils are kind and thoughtful and like to help others through, for example, their involvement in the 'Basics Bank', which provides food for local poor people. They develop a good understanding of other cultures through their work on Mexico and events such as Chinese New Year. Attendance is good.

The school cares for its pupils very well and has comprehensive systems in place to ensure their welfare and safety. As a result, pupils feel safe in school and confident of adult support should they have any worries. Pupils with speech and language difficulties and those with a statement of special educational need, receive very good support due to well-targeted interventions, effective links with a wide range of outside agencies and well-trained support staff. Effective tracking of pupils' progress ensures pupils not making enough progress are identified quickly and given support. However, pupils' involvement in improving their work through target setting for mathematics is not consistent across the school.

Although some senior leaders are fairly new, they are already having a good impact on the work of the school, for example, by involving the whole school community in the enhanced Healthy Schools initiative. A very detailed school development plan enables the school to secure improvements, for example, in reading and science. However, the success criteria are sometimes too general to help the school clearly measure the extent of improvement. Governors fulfil their statutory duties and are supportive of the school. However, they tend to be over reliant on the headteacher and senior staff for information about school improvement rather than being actively involved in finding out for themselves. This limits their ability to act effectively as a critical friend.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start in the Foundation Stage due to very effective induction and supportive relationships, which enables them to settle well to school routines and make good gains in their personal development. Children make good progress across the areas of learning because of good teaching, a well-planned curriculum and a stimulating learning environment. As a result, most children are working within the goals expected of them on entry to Year 1. There is good attention to basic skills through, for example, the 'Letters and Sounds' programme. Additionally, staff provide many opportunities for children to choose activities for themselves, enabling them to become independent, confident learners. However sometimes there is not enough planned questioning by staff to fully ensure effective learning from these activities.

What the school should do to improve further

- Improve standards in mathematics by ensuring that pupils have clear targets to help them improve their work.
- Ensure governors become more effective through more active involvement in the work of the school.

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.

Annex A

Inspection judgements

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

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
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
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	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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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

18 July 2008

Dear Pupils

Inspection of Chandler's Ford Infant School, Eastleigh, SO53 2EY

I am writing to tell you how much I enjoyed my visit to your school. Thank you for being so friendly and helping me with the inspection. I thoroughly enjoyed chatting to the school council and VIPs. I was very pleased to learn how much you enjoy school and especially the after school sports clubs.

Your parents think that your school is a good school and I agree. Some of the things I really liked were the way you behave around the school, your enthusiasm for work and your friendliness.

Here are some other things I also liked.

- You make good progress because your teachers make lessons interesting and senior leaders keep a close check on how well you are doing.
- You thoroughly enjoy school, behave well and are keen to learn.
- Your school takes good care of you, especially those of you with learning difficulties and disabilities. You, in turn, are kind and helpful to each other.
- You enjoy all the responsibilities you are given and particularly like meeting special people such as the mayor.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more.

- Improve your progress in mathematics by ensuring you have clear targets, which you use to help you improve.
- Ensure governors are much more actively involved in checking how well the school is doing.

With best wishes for your future success.

Yours sincerely

Janet Sinclair

Lead Inspector