

Trosnant Infant School

Inspection report

Unique Reference Number	115912
Local Authority	Hampshire
Inspection number	312103
Inspection dates	19–20 June 2008
Reporting inspector	Beryl Richmond

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	148
Appropriate authority	The governing body
Chair	Mrs Liz Alder
Headteacher	Mr Jim Hartley
Date of previous school inspection	7 June 2004
School address	Stockheath Lane Leigh Park Havant PO9 3BD
Telephone number	02392 475673
Fax number	02392 475673

Age group	4-7
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Trosnant Infant is a small school. Sixty percent of pupils are boys. More than twice the national average number of pupils is known to be eligible for free school meals. Most pupils are of White British heritage. The proportion of pupils with learning difficulties is three times the national average. Pupils' needs include moderate learning, speech, language and communication difficulties and behavioural, emotional and social needs. Pupils often join the school other than at the normal starting time. About two-fifths of pupils do not live in the catchment area.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trosnant Infant is a good and improving school. Pupils are valued and make good progress in their personal development because of an excellent, caring and supportive ethos. This permeates the school and is encapsulated in the school motto of 'Catching children being good'. Pupils enjoy school and are friendly, polite and helpful. They are willing to take on responsibilities, for example, as members of the school council. Parents value the school and the staff's friendly and open approach. Typical of parental comments is, 'The staff at Trosnant go out of their way to go the extra mile...' and, 'the teaching staff always seem to enjoy the job they do'.

Exceptional partnerships with a wide range of organisations, especially in the local community, meet pupils' academic and pastoral needs. Strong links encourage parents' involvement in their children's learning, for example, the Reception mathematics club and adult training opportunities. The school plans to involve parents further in supporting reading.

From well below expected starting points, pupils achieve well because the quality of teaching and learning is good. Some teaching is outstanding, but it is not consistently good in all lessons. Pupils' progress is tracked rigorously and well-trained learning support assistants and specialist teachers provide any extra help required. Pupils who need help with managing their emotions and behaviour or need nurturing are well provided for, including the excellent 'Bears Club'. By the end of Year 2 in 2007, mathematics and writing standards were broadly average; reading standards were below average. Pupils with learning difficulties achieved well compared with similar pupils nationally; other pupils attained above average standards. However, because of the large proportion of pupils with learning difficulties, standards overall were below average.

Current mathematics standards are similar to last year but reading and writing standards are slightly lower. Current Year 2 pupils had lower starting points and some joined the school later. A strong focus on writing has led to more pupils attaining the higher level this year. There is better practical teaching and learning of letters and sounds, more opportunities for pupils to verbalise their thoughts before writing and a good range of reading support programmes but the full impact of these initiatives is still to be realized in terms of higher standards. Achievement in mathematics is good because teachers have good subject knowledge. Boys' standards are similar to girls' in mathematics but their reading and writing standards are lower. The school now provides more practical challenges, which appeal to boys. For example, an investigation of electrical circuits in Year 1 provided an opportunity for cooperative work and discussion. Pupils persevered well and their success led to real excitement. Pupils value their targets and teachers' feedback so that they know what they need to learn in order to improve. However, they do not always have sufficient immediate opportunities to respond to feedback by practising and consolidating skills.

Parents, staff, governors and pupils respect the headteacher. One parent said 'A special mention goes to Mr. Hartley who we think is a fantastic Head Teacher'. Another said 'The Head Master has a rapport with the children and talks to them as little adults which they respect him for'. The headteacher and deputy headteacher are a strong team, ably supported by the staff, who have successfully improved achievement, by implementing their good vision and plans. The governors are good 'critical friends', who support the school well.

In spite of the school's many efforts, which include collecting pupils from home and providing a very well attended breakfast club, attendance is too low.

The school is not complacent and is improving because of a commitment to rigorous self-evaluation and a relentless drive for improvement in achievement and standards. This track record indicates a good capacity for improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start to school and achieve well. Starting points in most aspects of their development are well below average, except their knowledge of numbers for counting and labels and gross motor skill development, which are better. They are catching up but standards are still below average by the end of the year. Effective induction procedures, which are praised by parents, help children settle happily. As one parent said '...has really come out of her shell since joining Trosnant Infants and enjoys it immensely. She comes home bursting to tell us about everything she has done that day'. Excellent relationships are established with children and their parents and maintained through opportunities such as visits to school and workshops. The Foundation Stage is managed well. Adults work together as an effective team, provide good routines and have high expectations of behaviour and achievement. Teaching and learning are good so that children make good progress. They relish challenge; for example, estimating how many cotton reels were in different sized boxes. Role-play activities contribute well to children's language development.

What the school should do to improve further

- Raise English and mathematics standards, particularly boys' reading and writing standards, by giving pupils more immediate opportunities to respond to marking and feedback to practise and consolidate skills.
- Improve attendance.

Achievement and standards

Grade: 2

Targets for improvement are challenging and any underachievement is identified and addressed promptly. Achievement is good and pupils progress well so that they are catching up during their time in the school from well below average starting points. Mathematics standards are average and reading and writing standards are below average. External moderation confirms an upward trend at the higher level in writing to narrow the gap with reading and mathematics. Pupils, who started at the beginning of Reception, achieve higher standards generally than pupils who are later starters. Appropriate resources are provided and work is planned well to meet the needs of pupils with moderate learning, speech and language difficulties and behavioural and emotional needs. They receive good support from learning support assistants and specialist teachers so that they achieve well and attain better standards than similar pupils nationally.

Personal development and well-being

Grade: 2

As one parent said, 'I am really happy with the school especially as they value all aspects of the children, not just their academic ability'. Spiritual, moral, social and cultural development is excellent as shown in excellent relationships throughout the school. During an outstanding assembly, appreciative letters of others efforts to Maxine Owl were shared. Pupils listened enthralled and showed genuine appreciation of others kindness. Behaviour is good. Pupils

appreciate very well the dangers and risks outside of school. They show an excellent awareness of healthy lifestyles and talk knowledgeably about eating fruit and vegetables. They participate keenly in a wide range of physical activities. Pupils know whom to talk to if they are worried and say that 'teachers do listen to you'. Attendance rates are too low because family holidays in term time and irregular attendance prevent some pupils achieving good levels of attendance. Pupils have good opportunities to show visitors around and to answer the telephone and the school wants them to be more involved in the wider community. With good achievement in basic skills and well-developed confidence and motivation, pupils are well prepared for life ahead.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy lessons because they are fun and interesting; consequently, they develop an enthusiasm for learning. This was seen in an art lesson where the class was engrossed in using a range of materials to create minibeasts. Everyone was fully involved because they had materials to use when the teacher was demonstrating and explaining to them what they needed to think about and do; they persevered independently in folding paper like a concertina and were delighted with their creative efforts. Pupils learn well in such lessons because teachers set appropriate challenges that grab their interest. The pace of learning drops when pupils spend too long sitting on the carpet, listening to teachers talking. Teachers manage pupils' behaviour well and relationships are excellent.

Curriculum and other activities

Grade: 2

The school provides wide and balanced experiences to meet pupils' needs. The curriculum is enriched well and this helps pupils develop socially. A strength of the curriculum is the investigative and practical approach, which particularly appeals to boys. By planning for challenging questions, the school is seeking to develop pupils thinking skills. Visitors, including theatre groups, raise pupils' awareness in many ways. Pupils are developing information and communication technology (ICT) skills well but there are insufficient opportunities to apply these skills. Pupils enjoy a good range of well-attended clubs. Provision for personal, social, health and citizenship education leads to good outcomes. Pupils enjoy learning French and participating in musical opportunities.

Care, guidance and support

Grade: 2

Care taken in relation to the appearance of the grounds and learning areas typifies the meticulous attention paid to the needs and welfare of the pupils. Child protection, health and safety, including risk assessments, first aid, and fire precaution arrangements are secure. Support for vulnerable pupils is good, allowing pupils to be fully included in all aspects of school life. Well-trained learning support assistants and specialist teachers provide a well-judged combination of withdrawal and in-class support. The home school link worker, learning mentors and a counsellor provide excellent care for pupils and their families. All pupils had eye tests, resulting in some having necessary spectacles or overlays. Strong links have been formed with the neighbouring junior school. Good target setting and tracking procedures are in place, but

pupils do not always have enough time to respond to teachers' marking and feedback to consolidate and practise skills. The school recognizes that it needs to track progress in spelling and word recognition in more detail.

Leadership and management

Grade: 2

Teaching and learning are monitored rigorously and the results of this work are seen in good teaching and learning. Responsibility for school improvement is widely shared and the school is providing training and support for staff who are new to their roles or who need to develop their management responsibilities more fully. The school knows itself well because monitoring is regular and rigorous at all levels. The School Improvement Plan is focused on the right areas for improvement, such as improving the standards of more able pupils in writing. The school welcomes and values feedback from parents, which is taken into account when planning developments.

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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?	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?	1
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	3
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well 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	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	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

03 July 2008

Dear Children

Inspection of Trosnant Infant School, Havant, PO9 3BD

Thank you very much for helping me during the inspection, particularly by showing me around your school and talking to me about it on other occasions. I was particularly impressed by the pride that you have in your school and by your friendliness and politeness.

Here are the other things that I liked best about your school.

- Maxine Owl is always 'Catching children being good'. You help each other and appreciate each the kindness of others.
- You enjoy school and all the opportunities that it offers you.
- You behave well and have good attitudes to your work.
- Your school offers you a wide range of exciting opportunities to learn both in school and at other times because it has excellent links with many other organisations.
- You are learning well. Your classrooms are pleasant places to learn in and you have good relationships with adults in school.
- Adults take excellent care of you and ensure that if you need help, it is provided. Your school works well with your families and involves them in your learning. You know whom to talk to if you are worried about anything.
- You are developing well personally and understand very well about staying healthy and keeping safe. You contribute well to your school community by taking on responsibility for jobs.
- All the adults at your school are working together well as a team to do their best to provide you with a good education.

I have asked your school to help you to improve your standards in reading, writing and mathematics. One way that you can do this is to have more time to practise things that you are not sure about very soon after your teacher has marked your work. The other important improvement needed is for all families to bring their children to school as regularly as possible so that you do not miss lessons and then have to catch up.

I would like to send you my best wishes for your future success.

Yours sincerely

Beryl Richmond

Lead Inspector