

Hiltingbury Infant School

Inspection report

Unique Reference Number	115980
Local Authority	Hampshire
Inspection number	312130
Inspection date	29 November 2007
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	270
Appropriate authority	The governing body
Chair	Mrs Liz Challand
Headteacher	Mrs Sue Moores
Date of previous school inspection	9 June 2003
School address	off Hiltingbury Road Chandler's Ford Eastleigh SO53 5NP
Telephone number	02380 265414
Fax number	02380 271741

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:-improving the standard of writing, curriculum, 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, pupils and the 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 its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Hiltingbury is a larger than average infant school. The majority of pupils have very favourable social and economic backgrounds and their attainment on entry is above average. The school has special provision for speech, language and communication, so the number of pupils with a statement of special education need is above average. Attendance is above average. The school has attained an Environment and Physical activity award, Activemark and the enhanced Healthy Schools award. The new headteacher took up her post in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hiltingbury is a good school. It is a strong caring community where pupils are highly valued and links with parents are productive. The new headteacher, well supported by her deputy and senior leadership team, is providing a clear sense of direction to further improve this already successful school. Parental comments reflect both past and present influences on the education of their children, for example, 'The school consistently exceeds our expectations' and 'I have been happy with the transition to the new headteacher who is readily available in the playground and has already consulted us on behaviour and the curriculum.'

Children make a good start in the Foundation Stage where they progress well across all areas of learning due to good teaching and a stimulating and relevant curriculum. This good progress continues in Key Stage 1 so that standards at the end of Year 2 are mainly well above average or high. Pupil achievement is good. In the national tests in 2007, pupils' attainment in reading and mathematics was high whilst in writing it was in line with the national average. Boys in particular did not achieve well in writing in 2007. The school has introduced a range of strategies to improve boys' performance, including a phonics programme and topics to engage them. However, writing is still a relative weakness across the school. There has not been enough emphasis on ensuring basic skills are secure or content increasingly expanded. The school has recently introduced target groups and improved moderation of pupils' work and this is beginning to have a positive impact on writing across the school.

Teaching is good and occasionally outstanding. Teachers plan lessons well and have very good relationships with pupils. This results in excellent behaviour and very good attitudes to work. Levels of enjoyment are high because tasks engage them in their learning. For example, in an excellent lesson using information and communication technology (ICT) pupils' enjoyed recording directions to their hidden treasure based on a series of photographs they had taken. Teachers ensure pupils' targets are clearly displayed and refer to them during lessons. However, they rarely mention these targets when marking work and this limits their effectiveness. Additionally, teacher's comments are too general to bring about ongoing improvements to individual pupils' work. Pupils with learning difficulties receive good support in class enabling them to make good progress. Pupils with speech and language difficulties benefit from a good level of individual and small group support from the speech therapist and staff in the unit.

The curriculum is well planned and organised with good use of topics to enliven the provision. Pupils really enjoy, and reach above average standards in, art and design and technology. They are improving their skills in ICT well. Visits, visitors and after school clubs enrich the curricular provision and enthuse pupils. They speak enthusiastically, for example, about their visit to the New Forrest or about the prospect of the choir singing at Winchester. The curriculum provides well for pupils' health and safety through, for example, the 'Healthy Schools Award, Active Mark and visits from the police. They are very clear about what constitutes a healthy life style such as eating plenty of fruit and vegetables and taking lots of exercise. Pupils' personal development is outstanding. They thoroughly enjoy school and are extremely kind and considerate to each other. They take on responsibilities within the school, such as being 'Red Hats' at playtime, in a mature and thoughtful manner. In keeping with the school's strong caring ethos, pupils develop excellent spirit, moral, social and cultural skills. Attendance is good. Pupils express their views confidently, especially through the school council. The very robust systems in place ensure pupils are safe and well cared for. This coupled with excellent links with parents and good use of outside agencies ensures high quality care for all pupils, including

the most vulnerable. Pupils' progress is tracked carefully and regular assessments take place. However, the information gained has not always been used well enough to ensure pupils' make good progress in writing but this is now being addressed.

The headteacher promotes a strong team approach and receives very good support. Senior leaders have successfully identified what needs to be done to bring about further improvement and have clearly set this out in the school improvement plan. Clear action plans and a rigorous approach to self-evaluation is already ensuring the school moves forward on several fronts, but particularly writing. This, coupled with a clear-sighted governing body who provide a good level of challenge and effective support to the school, demonstrates that the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children settle into school very quickly because of the very good induction procedures the school has in place. All staff provide a very caring learning environment enabling children to follow routines and build positive relationships with each other and all adults. Good teaching and learning ensure that children enjoy school and make good progress across all the areas of learning so that almost all are working within the standards expected by the time they start in Year 1 with many exceeding them. Parents greatly appreciate the good start their children get. There are good opportunities for children to choose activities, which they thoroughly enjoy and encourage high levels of independence.

What the school should do to improve further

- Raise standards in writing across the school by ensuring greater attention to basic skills and enhancing the quality of written work.
- Improve marking so that it is linked more closely to pupil's targets and clearly sets out what they need to do to improve.

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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?	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?	1
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	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	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

11 December 2007

Dear Children

Inspection of Hiltingbury Infant School, Eastleigh, SO53 5NP

I am writing to say thank you for making me feel so welcome and for talking to me when I came to visit your school recently.

I think your school is a good school, which is helping you to grow into caring and thoughtful young people. These are some of the good things.

- You make good progress in reading and mathematics to reach standards that are higher than in most schools.
- Your outstanding behaviour and strong caring relationships reflect your keenness to learn and the very good care provided by adults.
- You are very sensible, kind and thoughtful, particularly when taking on responsibilities such as being Red Hats and school councillors.
- Your new headteacher and all staff ensure you get a good education.

To help your school become even better I have asked the headteacher, staff and governors to help you improve your skills in writing and mark your work more carefully so that it helps you to improve and reflects the targets that you have been set.

I hope that you continue to work hard and keep enjoying school. Thank you once again for letting me see your school.

Janet Sinclair

Lead Inspector