

# Crofton Hammond Infant School

## Inspection report

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<b>Unique Reference Number</b>	116009
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312145
<b>Inspection date</b>	9 July 2008
<b>Reporting inspector</b>	Anthony Green

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr John Mitchell
<b>Headteacher</b>	Mrs Julia Salt
<b>Date of previous school inspection</b>	22 February 2005
<b>School address</b>	Mancroft Avenue Stubbington Fareham PO14 2DE
<b>Telephone number</b>	01329 663733
<b>Fax number</b>	01329 663797

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas:

- pupils' achievement, especially for those identified with specific learning needs and those identified as gifted and talented
- the impact of teaching on pupils' learning and achievement
- the development of links between subjects of the curriculum, including the use of the outdoor environment as part of the school's 'Trailblazer' initiative
- the quality of pupils' personal development and well-being.

In addition, evidence was gathered from lesson observations, examination of pupils' work, school documentation, parents' responses to questionnaires, and discussions with pupils, governors and staff. Other aspects of the school 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

This is smaller than many infant schools. The majority of pupils have White British heritage. A small number of pupils are from minority ethnic groups. Very few are at an early stage of learning English. The number of pupils who join or leave school at times other than at the start or end of the school year is higher than average. Pupils who arrive during the school year are often identified as having learning and/or behavioural difficulties. The proportion of pupils who require extra support with their lessons is slightly higher than found in most other schools, and is rising each year. The proportion of pupils eligible for free school meals is lower than average.

The school has gained enhanced Healthy School Status, the Activemark for physical education and the ICT Award for information and communication technology.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

'The openness, encouragement and commitment of the staff have allowed my daughter to flourish. She has become an eager reader and believes that she is 'spoilt' at school with the variety and interest of activities. We were very lucky to find this school'. This comment from a parent is typical of their overwhelmingly positive support for the school. This is an outstanding school, which is led exceptionally well by a very effective headteacher, in close partnership with her deputy headteacher. She has been extremely successful in creating a culture where pupils thoroughly enjoy learning. Progress, by all groups of pupils, is outstanding because of the school's strong emphasis on supporting those identified with very specific learning difficulties, moderate difficulties, behaviour difficulties and those identified as gifted and talented.

The school provides an outstanding education for its pupils. From caretaker, to office staff to support staff and teachers, the school is fully committed to ensuring that all pupils achieve as well as they should. This is recognised as a particular strength by parents, with comments such as 'The school gets the best out of all children', 'The support shown to my child and my family is immeasurable', 'My son needed extra help with his reading and has now exceeded expectations'. Standards on entry are in line with national expectations. All groups of pupils make excellent progress because of the outstanding quality of teaching, underpinned by a very exciting and interesting curriculum. By the end of Year 2, standards are exceptionally high in reading, writing and mathematics. Because of the high number of pupils with learning difficulties who join the school during the year, and immediately prior to the national tests in Year 2, the overall results for the school do not always reflect the exceptionally high standards in reading, writing and mathematics achieved by those pupils who have attended the school since the Foundation Stage. Pupils' basic skills equip them very well for the future.

This is an extremely caring school. Very high and successful regard is paid to pupils' personal development and well-being. The excellent start children make in the Reception classes is built on very well in Years 1 and 2. The exceptional care, guidance and support draws on the outstanding links with parents and outside agencies. For example, very close links have been established with a local Early Years centre and a special school. Both provide outreach support, especially for pupils who require extra help with their learning and/or behaviour. Pupils feel extremely safe and happy. As a result, they behave very well in class and around school and have first-rate attitudes to learning. As one pupil said, 'We talk about rights and values such as belonging, respect, confidence, independence and diversity'. Attendance is above average.

Teachers assess pupils' progress extremely well and make very good use of this information when planning future activities. They ensure that work is challenging, enjoyable and very well matched to the needs of each individual. Pupils are clear about their targets and are very involved in assessing themselves against the objectives of a lesson. Well-informed teaching assistants make a very strong contribution to the high quality of teaching and learning, especially when working with individuals or set groups for English and mathematics. ICT is used very well by pupils to support their learning. Interactive white boards in all classes also add stimulus and interest to lessons, and are used with confidence by teachers. Children are very well prepared for the transition from the Foundation Stage to Year 1. The very good links with the neighbouring junior school also ensures a very smooth transition to Year 3.

The outstanding curriculum underpins the outstanding teaching and contributes to pupils' excellent achievement, and high levels of enjoyment and respect for one another. Themed days

and weeks ensure that the curriculum has meaning and relevance to pupils. Excellent links are made between subjects. For example, a Year 2 class were observed using laptops in a mathematics lesson, to input data taken from the back of crisp packets, in order to produce graphs to find the most, and least, healthy crisps. As one pupil said, 'Lessons are lots of fun'. The curriculum is also enriched by a range of outdoor activities, as part of the 'Trailblazer' initiative, designed to develop the use of the outdoors as a learning environment for all subjects. The school correctly identifies that the full potential of this is not yet realised, and has plans for further development. Excellent use is also made of visits and visitors to support the curriculum. Staff give of their own time to provide a very wide range of after school activities, including sports, cookery, French, science, drama and Karaoke.

Pupils thrive and their personal development is outstanding. They thoroughly enjoy talking to visitors about their work and are very proud of their many achievements. They are pleased to put their names on the 'clever board', where they can decide how well they are doing in each subject, and celebrate their own achievements. They have an excellent understanding for their age about staying safe, caring for others and the environment, and of the need to live healthily and to take regular exercise. Decisions made by the school council are not only reflected in the daily life of the school but also extend into the wider community. For example, their suggestions have led to the development of new playground toys and equipment and the recent purchase of a new 'buddy stop', a sand pit and a wooden train to play on. As one member of the council proudly said, 'We've improved the school grounds to make it more welcoming and more enjoyable and pleasant'.

Leadership and management are outstanding. A very clear, shared vision for the school ensures that there is no complacency and that initiatives continue to move the school forward at an appropriate pace. Leaders and staff at all levels are excellent role models. Subject leaders have an excellent knowledge of pupils' needs and are fully involved in the monitoring and evaluating of pupils' progress. They also demonstrate lessons, which are evaluated by other teachers in order to refine and develop the quality of teaching. Governance is outstanding. Governors are fully involved in evaluating the school's work, and contribute extremely well to the school's continued improvement. The school is accurate in its evaluation of its performance. Issues from the previous inspection have been addressed well. The school is in an excellent position to maintain its current high standards and to continue to build on its success.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The Foundation Stage is extremely effective and very well managed by the deputy headteacher and a job share colleague. Children enter the Reception classes with knowledge, skills and understanding generally in line with that expected for their age. They settle quickly and make an excellent start because of outstanding teaching and a very interesting curriculum. They make excellent progress and achieve very well. Most children achieve, and many exceed, the expected levels by the time they are ready to enter Year 1. Their personal development and well-being are excellent due to established routines, good relationships with staff and high expectations. Children behave extremely well and any difficulties are managed successfully and positively. They are encouraged to develop their skills of independent learning through very well-organised and practical activities. Children enjoy a range of outside activities, in a stimulating environment.

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

- Extend the use of the outside environment to further enrich the curriculum and to make learning even more meaningful for pupils.

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## 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?	1
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	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

17 July 2008

Dear Pupils

Inspection of Crofton Hammond Infant School, Fareham, PO14 2DE

Thank you for your very friendly welcome when I visited your school. You and your parents told me that you attend a very good school and I agree. In fact, your school is outstanding. It was obvious from what you said that you really enjoy all the different activities provided. I was very impressed by many things. These are just a few of them.

- You work hard in lessons and are very successful in your work.
- Teaching is outstanding, which is why you all do so well.
- The work planned for you is very interesting. It is made even better by the visits you go on, the visitors who come into school, and the many after school clubs your teachers provide for you.
- You are very well cared for by all the adults and you feel very safe at school.
- You know how important it is to stay fit and healthy and to eat healthily.
- Your school council plays a big part in the running of the school and makes a big difference to the school, such as buying your new playground equipment.
- The leadership of your headteacher, deputy headteacher, senior staff and governors is outstanding.

Even in an outstanding school, there are things that can be improved. I have asked your school to give you even more opportunities to use the outside areas as places for learning.

I wish you all the best for the future. I hope that you carry on making Crofton Hammond Infant School such a happy place to learn and that you continue to work as hard as you are doing at present.

Yours sincerely

Anthony Green

Lead Inspector