

# Weston Shore Infant School

## Inspection report

---

<b>Unique Reference Number</b>	116133
<b>Local Authority</b>	Southampton
<b>Inspection number</b>	312188
<b>Inspection date</b>	6 November 2008
<b>Reporting inspector</b>	Peter Thrusell

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.

---

<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 (total)	83
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Martin
<b>Headteacher</b>	Miss Fiona Mackle
<b>Date of previous school inspection</b>	16 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Foxcott Close Southampton SO19 9JQ
<b>Telephone number</b>	02380 390 399
<b>Fax number</b>	02380 390 400

---

<b>Age group</b>	4–7
<b>Inspection date</b>	6 November 2008
<b>Inspection number</b>	312188

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, leadership and management, and the effectiveness of the Early Years Foundation Stage, gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with children, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors 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

Weston Shore is a popular, one-form-entry infant school. The majority of pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is much higher than average. A higher than average proportion of pupils have learning difficulties. The majority of these have moderate learning needs. The school has the Basic Skills Quality Mark, an Activemark, and Enhanced Healthy Schools status. An Early Years Speech and Language Unit, which serves the Southampton area, is based in the school. There are two private providers for children under five on the school site. One is the Sure Start Crand;egrave;che and the other is the Shore Pre-school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Weston Shore Infant is an outstanding school where every child really does matter. The headteacher provides highly committed and inspirational leadership, and is extremely well supported by the staff and governing body. Together they ensure pupils' outstanding progress in both their academic and their personal development. These are promoted further by an excellent curriculum, which provides pupils with exciting and innovative learning opportunities. Excellent displays, planned by the pupils themselves and showing them actively learning, are a testimony to this. Many contain photographs of children involved in interesting activities, which encourage parents to look and develop a stronger interest in their children's learning. Cross-curricular themes, such as 'Witches', are starting to be used in a highly imaginative way. They encourage pupils to solve problems, develop their writing and other skills, and help to make learning even more meaningful and enjoyable. Excellent links with parents, the community, other local schools and agencies, contribute to pupils' learning and the extremely high level of care provided by the school, which ensures pupils' health and safety. Workshops for parents not only encourage them to support their children's learning, but also aspects of their personal development, such as healthy eating. One parent commented, 'Very friendly school; always willing to do everything to help both child and parents; very approachable; an asset to the community.'

Pupils greatly enjoy all aspects of school life, as shown in their eagerness to get into school at the start of the day. One commented, 'I love being able to do lots of different things in the classroom.' Attendance has improved due to positive action taken by the school, often in fun ways, through characters such as Sam (school attendance matters). This, nevertheless, effectively conveys a serious message to both children and parents. Pupils are successfully encouraged to play their full part in the life of the school. They are particularly pleased that their suggestions for improving playtimes have been carried out. A relatively new 'friendship stop' encourages pupils to look out for each other. Classroom learning is organised to provide many opportunities for pupils to work independently, helping them to become very confident learners. Individual targets encourage them to think about their learning and how they could do even better. These are understood by pupils, who are keen to meet them and are proud of their achievements. Pupils know the right things to eat. The excellent provision for physical education means that they know very well what constitutes a healthy lifestyle. One remarked about taking exercise, 'We get warm and fit, your heart goes quicker, and we get healthy.' Excellent behaviour and very positive attitudes contribute considerably to the progress pupils make in their learning.

From their start in Reception, at relatively low levels of attainment, children make excellent progress throughout the school. By the end of Year 2, standards in reading, writing and mathematics are above average. With small numbers in year groups, these standards vary from year to year, but nevertheless show a rising trend. The school has very good systems in place for tracking pupils' progress. It uses them very well to identify any underachievement so that further support is given. Consequently, all pupils, including those with moderate learning difficulties, are able to meet the challenging end-of-year targets set for them. Rising standards have resulted from effective, well-planned actions. In reading, a systematic approach to teaching sounds and letters is being followed. A strong focus on drama and role play has helped to develop pupils' ideas and vocabulary for writing. An emphasis on problem solving and mental calculation has helped to develop pupils' reasoning skills in mathematics. Given this level of

progress, and their growing self-confidence and eagerness to take on responsibility, pupils are extremely well prepared for their future life and learning.

This high level of achievement results from outstanding teaching. Teachers have excellent relationships with their classes so that pupils are very keen to learn. Assessment is used extremely well to identify what pupils need to learn next, so that the work planned for them moves their learning forward at a steady yet challenging rate. Pupils are encouraged to think about their learning and to come up with suggestions for future activities. This ensures that lessons respond to pupils' particular interests and engage them fully in their learning. The school closely monitors the quality of teaching and learning, holding teachers accountable for the progress pupils make. This helps to ensure that pupils make at least the progress expected of them. It also helps to identify ways in which teaching and learning could be further improved in order to maintain its very high quality.

The school is extremely accurate in its self-evaluation, which is undertaken by all staff and governors. This helps the school to identify areas for development and to plan future action to bring about further improvement. As a result, a more creative, curriculum with a themed approach to learning is providing opportunities for pupils to use and develop their different skills in interesting and purposeful ways. The school recognises that it now needs to monitor more closely how well this approach contributes to improving achievement further. Given the quality of its self-evaluation, its improvement since the last inspection, and its strong determination to strive for even greater excellence, the school has an outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children enter the Reception class with standards lower than expected for their age, particularly in language and communication skills, numeracy skills and aspects of personal and social development. Very strong links with parents ensure that children quickly settle and become very confident learners. As a result of outstanding provision, which includes a strong focus on targeting areas of weakness, children make rapid progress across all aspects of their learning. A recent focus on linking sounds and letters has been especially effective. Inspirational leadership ensures that each child's needs are catered for exceptionally well, within a thoughtful, extremely caring learning environment. This ensures that all children develop to their full potential. Rigorous ongoing assessments to track the progress of each child ensure that learning is maximised. The staff carefully plan activities and make excellent use of resources to ensure that work is very well matched to children's needs and interests. Children thoroughly enjoy opportunities to programme the robot, for example, or to prepare a birthday party for their favourite teddy. Outstanding use is made of both the indoor and outdoor areas. The staff set these out to provide excellent opportunities for children to learn independently, which encourages them to use their initiative and to collaborate with each other. Children behave very sensibly and this helps them to stay safe.

The Early Years Speech and Language Unit, which caters for pre-school children with speech and language difficulties, is excellent. There is extremely good attention to their needs within a stimulating learning environment.

Both settings are very well equipped and carefully organised. This, alongside the very good attention to safety and security, enables all children to thrive.

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

- Monitor recent curriculum developments to ensure their full effectiveness in improving achievement.

**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](http://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?	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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

19 November 2008

Dear Children

Inspection of Weston Shore Infant School, Southampton, SO19 9JQ

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Weston Shore is an outstanding school.

We liked these things the most.

- You enjoy school, behave extremely well and want to do your best.
- Children in Reception get an excellent start to their time in school.
- The school supports you extremely well when you have problems or find learning difficult.
- The school makes sure that you are safe and extremely well looked after.
- You have lots of exciting things to do. I thought the ideas you came up with to help the witches were wonderful.
- You know the importance of eating the right things and staying fit and healthy.
- You are very keen to take on responsibilities for looking after your school and the community. I hope Weston gets the message about the need to recycle.
- The staff are extremely welcoming to your parents and encourage them to support you in all that you do in school.
- Your headteacher, governors and staff are doing an excellent job.

We have asked the school to work particularly on the following thing.

- The school has worked really hard at ways to make your learning even more interesting, exciting and enjoyable. When you are working on themes, such as the seaside, recycling and witches, the school needs to check that you continue to make the best progress possible in all of your learning.

We did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector