

Petersgate Infant School

Inspection report

Unique Reference Number	116065
Local Authority	Hampshire
Inspection number	326321
Inspection dates	13–14 January 2009
Reporting inspector	Janet Sinclair

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.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	154
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Helen Glover
Headteacher	Mr Philip Hunt
Date of previous school inspection	12 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Green Lane Clanfield Waterlooville PO8 0JU
Telephone number	02392 593950
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Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school's Early Years Foundation Stage (EYFS) comprises two Reception classes. The proportion of pupils with learning difficulties and/or disabilities is average. These pupils have varied needs and include those with moderate learning and speech and language difficulties. Pupils are mainly White British. A few pupils are from minority ethnic backgrounds. The school has the Healthy School Award and Eco-Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is well led and managed through an effective partnership between headteacher and deputy headteacher. Good team work and a caring and supportive learning environment ensure that pupils feel happy and safe in school. This is clearly seen in their smiling faces and enjoyment of all that is on offer. A strong feature of the school is the work it does on extending pupils' learning through a variety of initiatives such as gardening, its designation as an Eco-School, and the wide range of activities on offer. Parents are very supportive of the school and all that it has to offer. These comments sum up the views of most parents: 'Petersgate is a very welcoming and open school where my children are very happy', and, 'The range of activities both during and after school is better than I could ever have hoped for especially the and;quot;Grow it, Cook it Eat itand;quot; scheme.'

Children start in Reception with a range of skills and abilities that are broadly as expected, except in writing and linking sounds and letters, which are below expectations. The introduction of a phonics programme is beginning to accelerate children's progress in this area. Overall, children make satisfactory progress across the areas of learning so that they achieve a sound level of development by the time they start in Year 1, except in writing, which remains below expectations. However, their overall progress is hampered by a lack of clear and detailed planning across the areas of learning, and a lack of rigour in managing the overall provision. By the end of Year 2, standards are above the national average in reading and mathematics, and average in writing. This represents good progress in relation to pupils' starting points. Pupils of all abilities and backgrounds achieve well in Key Stage 1, given their capabilities. This is due to effective tracking and good teaching, which fully engages them in their learning. Teachers have good subject knowledge, plan and organise lessons well, and give good attention to pupils' differing learning needs so that they are motivated and keen to learn. However, some inconsistencies in teachers' use of marking hamper pupils' ability to be fully involved in making their work better.

Curricular enrichment is excellent. After-school clubs, extensive use of the school grounds, visitors and special events enhance the school's good curriculum and make a positive contribution to pupils' good personal development. In addition, pupils benefit from opportunities to collaborate with others and help and support each other through, for example, being playtime buddies. Pupils make a good contribution to the school community through their work as school councillors. Their impact can be seen in the erection of a 'Friendship Bench' in the playground.

Pupils know that staff care for them, and thrive within the supportive environment of the school. The school tracks pupils' progress carefully and conscientiously, ensuring that any pupils at risk of falling behind are identified quickly and given effective support. This ensures good rates of progress for all pupils in Key Stage 1. Although most pupils are involved in assessing their learning in several ways and have individual targets for their learning, their use is not consistent across classes or subjects, with the result that not all pupils benefit.

Leadership and management are good. The school has a clear understanding of its strengths and weaknesses, and works hard to address them. Although English and mathematics subject leaders have been fully involved in setting clear measurable targets for improving provision, this is not the case for all leaders. Some subject leaders do not have clear action plans and so are not fully involved in the school's continuing drive for improvement.

Since the last inspection, there has been a good and sustained improvement in achievement in English and mathematics, teaching has improved, and assessment information is being used well to accelerate learning. This indicates a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The good induction and friendly, caring atmosphere helps children to settle well into school routines. Teaching is satisfactory because teachers organise a range of play and direct teaching activities that engage children in their learning and enable them to make satisfactory progress. Teaching assistants make a good contribution in this context. However, teachers do not plan systematically or carefully enough to ensure that children are fully challenged in their learning through an exciting, well-planned curriculum. Consequently, children do not make the progress of which they are capable. Children's welfare is promoted satisfactorily in a safe and secure learning environment. Children behave well and are attentive. They particularly enjoy opportunities to use the computers. Regular observations take place and there are some flexible groupings as a result, but limited use is made of these through well-considered planning that is clearly matched to children's needs. Although leadership and management are satisfactory, much is informal. There is a need to implement a clear action plan to ensure measurable improvements in the provision.

What the school should do to improve further

- Introduce planning in the Early Years Foundation Stage that is detailed and systematic to ensure that children are fully challenged in their learning.
- Improve pupils' involvement in their own learning through more consistent use of targets and feedback from teachers.
- Ensure that leaders at all levels have clear action plans to ensure they contribute fully to the school's continuing drive for improvement.

Achievement and standards

Grade: 2

Standards are above average in reading and mathematics, and average in writing. Although standards in mathematics dipped in 2008, the evidence shows that pupils made good progress given their starting points and capabilities. Pupils are continuing to make good progress, which is an improvement since the last inspection when progress was satisfactory. The school has recently successfully addressed issues with boys' writing through regular writing assessments and careful monitoring of progress. As a result, more boys are now achieving the higher Level 3. Pupils with learning difficulties and/or disabilities are well supported and make good progress. They benefit from programmes such as 'Early Literacy Support' that is taught effectively by teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They have a keen sense of right and wrong, and reflect thoughtfully, such as in assembly prayers on the plight of endangered species. Pupils have positive attitudes to those from other cultures, such as India, but their knowledge of cultural diversity in Britain is less secure. They are eager to learn and enjoy lessons. As a result, attendance rates are above

average. Relationships throughout the school are positive because pupils are well behaved, friendly and polite. Pupils have a good understanding of how to stay safe, and feel confident of adult support should they have any worries. Pupils contribute well to the school by helping with a range of tasks. For example, playground buddies put out lunchtime play equipment and organise games for others. Most pupils are developing a good commitment to healthy lifestyles through eating sensibly. They also love to be active at break times, and most attend an after-school sports club. Pupils develop good literacy, numeracy and social skills, and this equips them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good at Key Stage 1 because teachers plan well, are reflective, and make good use of resources, including interactive whiteboards, to enhance pupils' learning. A very good example of this was seen in a Year 2 mathematics lesson, where the teacher used digital images of pupils' practical work as exemplification of the strategies that pupils had used. Occasionally, excellent use of drama ensures that pupils are enthralled and totally committed to their learning.

Relationships are good. Teachers manage pupils well in a supportive and helpful manner, which gives pupils confidence in their abilities and motivates them to engage fully in their learning. Pupils say that, 'Teachers are kind and friendly.' Teaching assistants make a good contribution to pupils' learning through the effective way that they support small groups and individuals in lessons. Inconsistencies in marking, particularly in telling pupils what they need to do to improve, hinder overall progress.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, which stems mostly from broad topics planned to capture the interests of pupils. As a result, pupils are enthusiastic and eager to learn. The school's involvement in a pilot project to broaden pupils' interests and knowledge of the world around them through practical experiences is having a positive effect on further capturing their interest. The curriculum for literacy and numeracy has recently been improved, in partnership with local authority specialists. As a result, pupils now make better progress in those subjects.

Curriculum enrichment is outstanding. A very high proportion of pupils attend at least one of the many after-school clubs. The school's minibus is regularly used to take pupils on exciting visits, such as to nearby woods for atmospheric writing. Visits and visitors are regular features in the curriculum. Staff put the extensive school grounds and gardening areas to good use in enriching the curriculum further.

Care, guidance and support

Grade: 2

Teachers know their pupils well and are caring and supportive. As a result, pupils feel safe in school and consider that bullying is rare. Arrangements for safeguarding pupils are robust, as are health and safety procedures. The school takes good care of its vulnerable pupils and makes effective use of outside agencies to ensure that they get the help they need. Pupils with learning difficulties have clear individual education plans and a good level of support, particularly from teaching assistants, to ensure that their specific needs are well met.

Very careful tracking of individual pupils' attainment enables the school to monitor pupils' progress carefully. It also helps to quickly identify and support pupils who are not making enough progress. The school involves pupils well in their learning, through the opportunity to express how well they are doing in lessons and setting targets for their learning. However a lack of consistency means that not all pupils benefit.

Leadership and management

Grade: 2

Effective leadership and management have ensured that pupils' progress has accelerated and is now good in English and mathematics. Reflective subject leaders have contributed well to this improvement, as has the support from the local authority. Self-evaluation is mainly accurate. Regular and detailed monitoring of teaching and learning has ensured good practice at Key Stage 1. The school is aware that more work needs to be done in the EYFS to bring it up to the standard of the rest of the school. EYFS staff are currently undergoing training to improve their expertise, particularly in planning. The school improvement plan has been used well to rigorously implement improvements in English and mathematics. However, it does not give a clear overview of current priorities. Additionally, not all subject leaders have clear action plans for their subjects, and this limits their ability to have a full impact on improving provision. Governors are enthusiastic supporters of the school. Through their committees and regular involvement in the work of the school, they act well as colleagues and critical friends. Community cohesion is promoted well through the school's close involvement in the church, local events, hosting after-school clubs such as 'Beavers', and providing a site for a pre-school playgroup. Links with the wider community are developing through associations with schools at home and abroad.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which 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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

27 January 2009

Dear Pupils

Inspection of Petersgate Infant School, Waterloo, PO8 0JU

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. We thoroughly enjoyed chatting to you and were very pleased to learn how much you enjoy school, especially all the after-school clubs and visits.

Your school is a good school.

Here are some things we liked.

- You make good progress in Key Stage 1, because your teachers make lessons interesting and senior leaders keep a close check on how well you are doing.
- Your headteacher and all the staff are keen to ensure that your school is a happy and safe place where you can work hard and do your best.
- You enjoy school, behave well and are keen to learn.
- Your school provides an excellent range of after-school clubs, visits and visitors, as well as opportunities for gardening and cooking your own produce.

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

- Help you to do better in the EYFS by planning work more carefully so that activities are more challenging and stimulating.
- All teachers need to make sure that you know your targets and know what you have to do to improve your work.
- All leaders need to have plans to show how to improve, so they can all work to make sure you continue to do well.

With very best wishes.

Yours faithfully

Janet Sinclair

Lead Inspector