

Glenfield Infant School

Inspection report

Unique Reference Number	116115
Local Authority	Southampton
Inspection number	326334
Inspection dates	21–22 May 2009
Reporting inspector	Brian Evans

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)	137
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	Mr Stephen Joyce
Headteacher	Mrs Joanne Dorricott
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rossington Way Bitterne Southampton SO18 4RN
Telephone number	02380 227966
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Age group	4–7
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This two-form entry school is smaller than most infant schools. It is located in lovely grounds in an area of mixed housing on the outskirts of Southampton. Most pupils are of White British background. There is a below-average proportion of pupils with learning difficulties, most of whom have moderate learning needs. There is an independently managed pre-school provision on site during the day as well as a separate after-school club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Glenfield is a good school. Children enter the Early Years Foundation Stage with below-average skills and make good progress. By the time they leave the school, pupils' attainment is broadly average in reading, writing and mathematics. The school has made good progress since the last inspection, when it was deemed satisfactory. The headteacher has a clear vision for raising achievement and, with the support of the governors, is putting the school at the heart of the local community. She provides the school with excellent leadership and has the full support of her very able deputy and of a good team of experienced and newer teachers. Through an excellent self-evaluation process, they strive for even higher standards and, as a result, pupils are making good progress. Parents are overwhelmingly supportive. One among very many commented, 'I feel the school has improved tremendously over the past three years.' For all the above reasons, the school has a good capacity to improve.

Standards are rising because of good improvement in teaching and learning. The impact on achievement is already apparent as, for example, in the progress made by all years in writing. Since the last inspection, assessment data have been used much more effectively to monitor pupils' progress and to tackle underachievement. However, there is some inconsistency in marking and assessment because not all pupils are clearly aware of what they have to do to improve their work. For example, a number of pupils are uncertain as to how to arrive at their own solutions in problem solving. Learning-support teachers and well-trained classroom support assistants provide effective help for pupils with additional needs. Their expertise enables these pupils to make good progress. Teachers follow a creative curriculum in which basic skills are reinforced well through a wide range of topics and settings. For example, in Year 1 the topic on healthy foods integrates science, design and technology, and poetry very effectively.

Pupils' awareness of, and participation in, a healthy lifestyle is outstanding. The wooded area around the school provides a uniquely rich and active learning environment. Regular visitors include a small group of deer which have been photographed around the school grounds during lesson times. Pupils feel safe and enjoy school. Pupils of all ages are given a range of responsibilities. For example, the school council helped to define the rules for the school library. A Year 2 play leader, resplendent in yellow jacket, described his role during playtime as 'making sure that everybody has someone to play with'. Good opportunities for enriching learning include a popular orienteering group among a wide range of other clubs and activities. The curriculum prepares pupils well for junior school through a very well-implemented programme of personal, social and health education. Pupils' work on display confirms their enthusiasm for what they learn about the world and the wide range of cultures and faiths in this country and internationally.

Good care, guidance and support have a positive impact on pupils' personal development. Safeguarding requirements are met in full. Pupils' behaviour is good. Attendance varies from average to below average and the persistent absence of a small number of pupils is a continuing priority for the school to address. However, good partnerships with external agencies and with parents are reducing levels of absence. The school has approached its audit on community cohesion well and is implementing an action plan which helps pupils understand their roles in the wider regional and international world.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle into school quickly and happily because there are effective induction procedures. Their personal development is a high priority and a strong emphasis is placed on successfully developing independence and raising self-esteem. Parents are very complimentary about the overall provision. Children enjoy the wide range of learning activities on offer. The 'welly woodland walks' through the woods in the school grounds are particularly popular with children and staff. Children make good progress across the areas of learning so that many are working at the expected levels on entry to Year 1. This is particularly noticeable in their writing. Children enjoy being writers, as can be seen in their 'Managing Our Own Learning (MOOL)' passport diaries. A well-planned curriculum takes full account of the children's interests by involving them in the topics to be covered each half term, thus increasing their motivation and involvement. Good questioning by teachers and teaching assistants extends children's ideas well and encourages them to solve problems. Their welfare is promoted well within a safe and well-organised learning environment. Assessment and recording of observations is good and staff are increasingly clear about the next steps in children's learning. The Early Year Foundation Stage coordinator is relatively new to the post and recognises that she is still learning skills in leadership and management. With the close support of the headteacher and senior staff, the provision for Reception children is good.

What the school should do to improve further

- Improve achievement by ensuring that teachers' marking and assessment enable pupils to be clearer about how they can improve their work.
- Implement further procedures to improve attendance.

Achievement and standards

Grade: 2

Standards at the end of Year 2 are broadly average and show a rising trend in reading, writing and mathematics over the past two years. A scrutiny of pupils' work indicates that higher attainers are now beginning to achieve their potential. Pupils now have a much clearer idea of what they need to do to improve their work and make good progress. However, there is inconsistency from teachers and adults in this regard. Tracking procedures enable teachers to monitor and quickly identify underachievement. Information and communication technology (ICT) skills are broadly average. Pupils with specific learning difficulties benefit from early intervention by teachers and well-trained support staff who meet their learning needs well.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development are good. Pupils relate well to staff and to one another. They have an excellent understanding of the need to lead a healthy lifestyle and say it influences their choice of food and their involvement in physical activity. Playtime is characterised by pupils making full use of the imaginative structures, slopes, bushy areas and playground equipment. They take their responsibilities around the school seriously, for example by influencing school improvement through the school council. Pupils also chose the pictures displayed in, and helped to decide the rules for using, the school library. There is very little bullying but, if it occurs, pupils confirm that it is dealt with effectively by the adults. Pupils

behave well in lessons and around the school. They make good contributions to the community. Pupils' preparation for the world of work is supported by satisfactory skills in literacy, numeracy and ICT. The poor attendance of a minority of pupils is a concern because of the impact it is having on their rate of progress. The good levels of attainment, linked to good collaborative and personal development, mean that pupils are well prepared for their move to the junior school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils are often challenged to solve problems using logical reasoning to guide them towards a solution. They discuss their ideas animatedly and are able to explain their thinking. The teacher and well-qualified support assistant guide groups at different levels of attainment well through the task so that they are able to arrive at their own solutions. However, this good practice is not consistent across the school. Teachers often pitch different tasks to three or four different attainment groups in each class but some pupils still find the work either too easy or too hard. Teachers are slowly becoming more confident when using 'chatterbox partners', where pupils discuss their ideas with a friend before sharing them with the rest of the class. Where this happens pupils are fully involved in their learning and can participate in the lessons. The purpose of each lesson is explained clearly. Teaching assistants provide good support for pupils who find learning difficult so that they can achieve well.

Curriculum and other activities

Grade: 2

The school is making good progress in adapting the curriculum to make it challenging, relevant and more exciting by linking subjects together thematically to increase the pupils' enjoyment of their learning. Staff recognise that there is much still to do but initiatives so far are having an impact on learning. For example, cross-curricular elements in the Saudi Arabia topic included art and learning about Arabic writing and Islam. There is a good range of extra-curricular activities and pupils talk enthusiastically about the many sporting opportunities provided for all year groups. They are also keen, for example, on the gardening club where each class cultivates its own patch of ground. There is a good range of visits to the local area and of visitors to the school, who make a significant contribution to pupils' enthusiasm for learning.

Care, guidance and support

Grade: 2

All safeguarding checks are fully in place. Pupils are confident to approach adults in school and feel that they can readily seek help and advice if they have any concerns. Support for pupils' academic development is good. Many pupils are aware of what they need to do to improve but this is not yet consistent across all year groups or subjects. Provision for checking and tracking pupils' progress regularly are securely in place. Staff make good use of assessment data in their planning. A few parents said that they felt communication between them and the school was not good. This was investigated, and there is no evidence to support the concern. Good procedures include an annual questionnaire which seeks parents' views and which has resulted in exemplary induction procedures for pupils entering the school at other than the usual times. Together with the regular parents' evenings, these encompass many aspects of effective practice.

Leadership and management

Grade: 2

The school's evaluation of its performance is extremely accurate and identifies clear priorities for development. Staff are working together successfully to raise the quality of writing throughout the school. They work well as a team and the school functions efficiently from day to day. The quality of leadership and management at all levels is at least satisfactory and often good and is having a significant impact on raising achievement. Subject leaders are now becoming more confident because of the effectiveness of the headteacher and senior staff in driving forward improvements. Monitoring of teaching by senior staff is systematic and is leading to improvements in learning over time. A number of parents wrote about the impressive progress made by the school in the past few years. Many of the new initiatives are beginning to bear fruit, which is confirmed by both the school's own and external performance data. The amount of progress pupils make each term is good and is improving steadily. This is because teachers have higher expectations of what pupils can achieve and give them challenging targets to aim for. The provision for pupils with additional needs is well organised and led.

Local community involvement is good and there are good strategies in hand to move the school towards greater involvement in the national and international communities. Governance is good. Governors are kept fully informed about the school's effectiveness. As well as having a clear understanding of the school's strengths and development points, governors also sensitively challenge and question to ensure that the school's provision and standards continue to advance.

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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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/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	1
The extent to which learners adopt safe practices	2
The extent to which 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	3

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	1
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**

04 June 2009

Dear Pupils

Inspection of Glenfield Infant School, Southampton, SO18 4RN

I really enjoyed visiting your school. Yours is a good school and everybody who works there tries hard to help you to do well. Thank you very much for the friendly way you welcomed me and for helping me to find out about your school. You are unusually lucky to have so much wildlife, including deer, visiting your school. Watch out that they do not eat your vegetable gardens!

There were lots of highlights during my visit.

- I was very impressed with how well you take part in all sorts of physical activities, from orienteering to woodland walks. You know a great deal about healthy foods and altogether you adopt a healthy lifestyle. Well done!
- You learn well and make good progress.
- I enjoyed listening to the children in Reception classes talking to their teachers and to their friends about their writing in their MOOL passports.
- You enjoy your projects and topics, such as the work I saw on display about Saudi Arabia.
- You take on responsibilities very well. The school council decided on some good rules for the library and older pupils contribute well to make sure that all of you enjoy yourselves during playtimes.
- The headteacher, teachers and all adults in the school work as a strong team to make it possible for you to learn well, be safe and enjoy school.

I know that all of you are very keen to achieve greater success. So I have asked your teachers, with your help, to:

- help you learn even better by thinking about the best ways to improve their teaching skills and, here is an area where you can really help, to:
 - continue to improve attendance.

Thank you once again for being so helpful.

With very best wishes for your future.

Yours faithfully

Brian Evans

Lead Inspector