

# Copythorne CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	116282
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326355
<b>Inspection dates</b>	10–11 March 2009
<b>Reporting inspector</b>	Norma Ball

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.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	73
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Harvey Baker
<b>Headteacher</b>	Mrs Jill Gower (acting)
<b>Date of previous school inspection</b>	31 January 2006
<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>	Romsey Road Copythorne Southampton SO40 2PB
<b>Telephone number</b>	02380 813340
<b>Fax number</b>	02380 811631

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is smaller than most and serves a large rural catchment area on the edge of the New Forest. There are a small number of pupils from ethnic minority groups, but none are at early stages of learning English. A smaller than average proportion of pupils have learning difficulties and/or disabilities, which include behavioural, emotional and social learning needs. No pupil has a statement of special educational needs. In the Early Years Foundation Stage there is one Reception class. The acting headteacher will become assistant headteacher in April when Copythorne becomes part of a federation of three infant schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Copythorne is a good school. It provides a happy, relaxed and secure learning environment for all pupils and has some outstanding features. Among these are the high order of the pupils' personal development and well-being, and the highly inclusive nature of the school. Pupils behave extremely well, showing care and respect for others and a great enjoyment of learning. A large majority of parents are positive in their appreciation of the school, and one summed up the views of many in saying, 'It's a really happy, inclusive school in which there is a lot of care and respect. Behaviour is really good.' A few parents were concerned about recent staff changes, and the changes that will arise from the school joining a federation. However, most parents felt sure that the successful qualities of the school would remain unchanged. One said, 'Staff are united and provide a loving, caring feel to the place. You can talk to them easily, especially at the start of the day.'

Leadership and management are good, and the acting headteacher has united staff as a committed and effective team. Management is reflective and identifies succinctly the strengths of the school, and areas for further development. The governing body is supportive and committed to secure further improvements, both in academic standards attained by pupils and in the planned new building developments. The school's sustained drive to secure further improvements, careful monitoring of all areas of its work, and the good progress since the last inspection indicate that there is good capacity to improve further.

As a result of good teaching which motivates pupils, they make good progress and achieve well in their time in the school. By the time they leave the school at the end of Year 2, pupils attain standards that are above average in writing and mathematics and very high in reading. Pupils' skills are developed progressively through the well-balanced curriculum. Their progress is monitored, and staff use this information to identify and tackle underachievement. The use made of assessment data to plan lessons has improved since the last inspection. However, the information is not yet used consistently across classes to plan tasks which challenge pupils of differing abilities, especially those who find learning easier. Pupils with learning difficulties and/or disabilities are well supported and they also make good progress.

Pastoral guidance is excellent, and is based on a Christian family ethos as well as on excellent relationships between pupils and adults. Aspects of pupils' personal development are closely monitored, and safeguarding matters are rigorously managed. Academic guidance to involve pupils in their own learning and to help them identify how to make better progress is good. Staff discuss their learning journey with pupils on a regular basis. However, pupils are not generally provided with written targets that remind them about how to improve their work. Pupils have a very clear understanding of how to stay healthy and be safe. They play a mature part in their own school community. Outstanding personal development and the good standards that pupils attain ensure they are well placed to begin the next stage of their education.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children settle quickly and enjoy school because they are well cared for. Thoughtful induction arrangements help to promote good links with home. Teaching staff ensure that parents remain fully involved with their child's development. An appropriate range of activities engage and challenge children, and make learning fun. Their progress is monitored, as shown in their learning

journey books, with their needs identified and addressed quickly. Their personal development is encouraged extremely well, and they quickly become independent and show consideration for others around them. As a result, they feel confident in the staff who care for them and develop good self-esteem. Children typically start school with skills and abilities that are similar to those expected for four-year-olds, but writing skills, linking of sounds to letters, and reading skills are lower. Careful use of phonics, and structured development of language skills, ensure that children make good progress in these areas and sound progress in other areas of their learning. By the time they enter Year 1, writing and reading skills have improved and all children are working securely within the levels expected for their age. Leadership and management are good, so staff work as an efficient and happy team.

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

- Share across the classes the existing good practice in planning lessons, to provide suitably challenging work, particularly for the more-able pupils.
- Further refine and develop the use of targets, so that pupils have a good understanding of the next steps in their learning and what they have to do to achieve them.

### **Achievement and standards**

#### **Grade: 2**

Building on the good foundation laid in Reception, pupils make good progress in Years 1 and 2. Results obtained in 2008 were, overall, considerably above the national average. The careful use of phonics has helped to lay a secure foundation for the development of both reading and writing skills. The good progress in mathematics is maintained through regular monitoring of pupils' understanding and the careful development of mathematical problem-solving skills. The school's monitoring information and pupils' work indicate that stimulating pupils' imagination is showing success in improving extended writing, especially for boys. In a Year 2 lesson, pupils - especially boys - were very excited by a cartoon clip of Red Riding Hood shown to help inspire adjectives for the story, which they then acted out before they began their writing task. The school is well on its way to closing the gap between the exceptionally high standards attained in reading and those in writing and mathematics.

### **Personal development and well-being**

#### **Grade: 1**

Pupils are very enthusiastic about their school and attend regularly. They behave sensibly and courteously in lessons and around the school, and show real enjoyment of their learning. Pupils have a clear understanding that they have rights and responsibilities, and that everyone should be treated with respect. One pupil explained this by saying, 'It is important to be kind. It's really not very nice to hurt other people.' School councillors represent the views of their peers very well. Pupils have good opportunities to express themselves, do so well, and feel valued. Their social, moral, cultural and spiritual development is exceptionally good, and is linked to the Christian values that unite all areas of the work of the school. Pupils have a growing understanding of other faiths and cultures, and through their support of charities show a care for others less fortunate than themselves. They have a very highly developed awareness of a healthy life style and of behaving safely and sensibly.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, and have improved since the last inspection. Pupils genuinely want to learn, love to share ideas, and work equally well independently or in small groups. Lessons are interesting and well paced because teachers have good subject knowledge and engage pupils well. One pupil said, 'I really like my school because it's fun and you learn lots.' Teachers track carefully the progress that pupils make, identify quickly where progress slows, and provide additional help when it is needed. However, assessment information is not yet used consistently in all classes to plan lessons that provide carefully structured activities which challenge groups of pupils of different abilities, so that they all make the best possible progress. In some lessons, the only challenge for more-able pupils is to do more of the same work. Support assistants work well with class teachers to provide good-quality support, especially for pupils who require additional help with their learning.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the needs of all pupils, so they make good progress. Learning across subjects is well organised through detailed and well-chosen topics. For example, the project on new life is linking science, art, history, information and communication technology, and literacy in the creation of diaries. Pupils enjoy writing about different topics because their imagination is inspired, and this has led to an improvement in pupils' writing skills, particularly those of boys. Art and music are used well to foster creative experiences for pupils. The curriculum is enriched well by visits out of school to extend learning beyond the classroom, such as learning more about the New Forest. Pupils are involved with a range of local events and have some awareness of a global community. The school has plans to develop local visits further and to improve pupils' understanding of the wider community.

### Care, guidance and support

#### Grade: 2

All aspects of pastoral care are well managed and are based upon the good knowledge that teachers have of pupils. As a result, pupils confide their problems to those who care for them, and know they will receive help. The strongly inclusive ethos of the school is especially evident in the high quality of care for pupils who have appreciable learning and health needs. The good care provided in school is augmented where necessary, for these pupils and others, by the prudent use of a range of outside agencies. Attendance has shown steady improvement over the past five years because it is carefully monitored, and any absences are followed up quickly. Teachers are using assessment information with increasing confidence. They discuss with pupils how well they are learning, and are beginning to help them to understand what else they need to learn. However, the use of targets or goals to mark clear, achievable steps for future learning which are set out clearly for pupils to refer to is still developing, in both literacy and numeracy.

## Leadership and management

### Grade: 2

The acting headteacher has shown good leadership skills in helping to steer the school through a period of discussion and planning for the formation of a federation of three local schools. She is developing her skills in school improvement planning, and works in a complementary partnership with the acting senior teacher. They are ensuring that staff have retained a common sense of purpose and a good working partnership. Among a very small teaching staff, leadership of subjects is often shared and all developments closely discussed in staff meetings. This small and quickly responsive delegation of middle management roles has been helpful during a time of staff changes. It has provided continuity of development in the school and has successfully maintained a focus on raising standards and attainment. The governing body is efficient and has clear committee structure. Through regular visits, governors have good knowledge of the school. They have plans to improve their skills to enable them to extend the level of challenge that they provide. There is a culture of reflection and self-evaluation which has helped to ensure that the school has remained safely on its journey to continue to secure further improvements in teaching and learning, the curriculum and the standards attained by pupils.

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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?	1
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 <sup>1</sup> 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

<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	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

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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
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**

24 March 2009

Dear Pupils

Inspection of Copythorne CofE Infant School, Southampton, SO40 2PB

Thank you very much for making me welcome when I visited your school recently. I was really impressed with your friendliness and excellent behaviour. You are kind to one another, and you know a great deal about being healthy and how to stay safe. Your school gives you a good education and prepares you well for your next school.

So many of you told me how much you like school because it is a happy place. You enjoy learning because your teachers work hard to make your lessons interesting, and you always try to do your best work. I was pleased to see how well adults care for you, and you told me that you are confident about asking them for help and advice when you need it. Your parents, your acting headteacher, teachers, and governors are all keen to make sure that you learn, do well and continue to enjoy your time at school.

There are two things that will make your school even better.

- All your teachers should plan tasks in your lessons that are at the right level for you, and stretch you so that you can make even better progress, especially if you find learning easy.
- In addition to talking to you about your learning, your teachers should set all of you clear targets so that you understand what you need to do to improve your learning.

I know you will continue to work hard and wish you great success in the future.

Best wishes.

Yours faithfully

Norma Ball

Lead Inspector