

Fawley Infant School

Inspection report

Unique Reference Number	115894
Local Authority	Hampshire
Inspection number	338678
Inspection dates	4–5 February 2010
Reporting inspector	Hazel Callaghan

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mr Lyndon Clark
Headteacher	Mrs Claire Lowe
Date of previous school inspection	5 February 2010
School address	Calshot Road Southampton SO45 1EA
Telephone number	023 80897391
Fax number	023 80891836
Email address	claire.lowe@fawley.hants.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. A quarter of the inspection time was used to look at pupils' learning in lessons and in group sessions. Nine lessons or part lessons were observed and all three teachers were seen. Meetings were held with pupils, staff and governors. Inspectors observed the school's work, and looked at a variety of policies and reports especially those related to safeguarding. They examined the school development plan, pupils' work and monitoring records of pupils' attainment and progress. Questionnaires from the staff and 32 questionnaires returned by parents were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress in all areas of their learning, but especially in reading and mathematics
 - how effectively teaching and the curriculum meet pupils' learning and personal needs, especially those in the early stages of learning English, pupils with special educational needs and/or disabilities and the more able pupils
- how effectively the new leadership and management structure is leading to further school improvement.

Information about the school

Fawley Infants is a small school but joined with Blackfield Primary in 2007 to form a hard federation. A new headteacher for the federation was appointed in July 2008 and a deputy headteacher, who manages the day-to-day running of the infant school, took up post in September 2009. The large majority of pupils come from families of White British backgrounds but there is a small and increasing number of pupils from minority ethnic groups, a few of whom are at an early stage of learning to speak English. There is a much larger proportion of pupils identified as having special educational needs and/or disabilities. They reflect a similar range of special needs to that found in most schools but there is a higher proportion of pupils with significant learning difficulties than is usually found. The school is situated fairly close to an army base and this contributes to the fact that the school has a much larger proportion of pupils of all ages who are starting and/or leaving the school than is usual.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Fawley Infants is a good school. Under the excellent leadership of the headteacher and with the strong support of the senior leadership team the school has moved from strength to strength as part of the new federation. The headteacher has brought about an increased rigour to the school's self-evaluation and is the driving force for improvement. Her high expectations for pupils' personal and academic achievement are fully espoused by all the staff. There is a clear commitment to raising standards and providing all pupils with a lively and stimulating curriculum that ensures their good progress. Teaching in writing has been strengthened and attainment has risen because of the well-focused strategies. Pupils of all abilities make good progress, from often low starting points in Reception, to reach broadly average standards by the time they transfer to the juniors. Attainment in writing is now the strongest element of pupils' learning and the school has correctly turned its attention to improving pupils' attainment in reading and mathematics. Both aspects of learning are improving, but progress in mathematics is slower. The good practice of providing pupils with clear expectations and targets for what they should learn next in writing are not as well established in mathematics. In some aspects, teachers' subject knowledge is not secure and questions and activities are not always well matched to the different abilities in the class, especially the more able.

The good levels of care, support and guidance that were identified at the last inspection have been further strengthened and are now excellent. Staff put the pupils at the centre of all they do and 'go the extra mile' to ensure they are safe and feel well cared for. Excellent partnerships with parents and a range of outside agencies are an important part of this provision and the pupils benefit from the school's many strategies for their care and guidance. This can be seen very clearly in the good levels of support and expertise provided for pupils with special educational needs and/or disabilities, especially those with significant learning needs. Staff are coping well with the increasing numbers of pupils who speak little or no English who are moving into the school. These pupils make similar good progress to their peers.

Pupils enjoy school and they respond very well to the high levels of care provided by the staff and this is reflected in their own good relationships and behaviour. They accept with ease the differences of the children around them. Their awareness of other cultures, however, is not very strong as they have very few opportunities to meet with people from more culturally diverse communities.

The headteacher and staff evaluate their work rigorously and identify accurately the next steps required in moving the school forward. They work as a very strong team and the many improvements in attainment and in the provision are testimony to their good

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

capacity for further improvement.

What does the school need to do to improve further?

- Raise standards in mathematics to equal those in writing by:
 - ensuring teachers' subject knowledge is secure in all aspects of mathematics
 - ensuring activities and questions match the abilities of the pupils and challenge their thinking
 - developing the system of targets for pupils so they understand what they should do to improve in mathematics.
- Provide more opportunities for pupils to meet with people of a greater range of backgrounds and to develop an awareness of the cultural diversity in the United Kingdom and around the world.

Outcomes for individuals and groups of pupils

2

Children start in the Reception class with the range of skills and knowledge that is below that expected of children of their age, especially in language skills and in their personal, social and emotional development. By the time they transfer into Year 1 many children are reaching the standards expected but despite their good progress overall attainment remains a little below average. Attainment in Year 2 is on a rising trend and reading is now improving securely because pupils' enjoyment of books is gaining momentum along with the more effective teaching strategies now in use.

Pupils' enjoyment of learning is evident in the way they take part in lessons with enthusiasm and apply themselves to their tasks. Pupils work hard, concentrate well and show pride in their achievements. Good listening skills and attention contribute greatly to good progress in lessons. Pupils are enthused by the activities and work well both independently and in pairs and small groups. They are confident users of information and communication technology (ICT). Pupils in the Year 1 class, for example, eagerly used the internet to find information about Beaulieu Motor Museum as part of their topic or independently downloaded a program to help them create images and text about their favourite cars. Although pupils enjoy school their attendance remains satisfactory because of the shift patterns used by some local employers which mean some parents take holidays in term time.

Pupils get on together very well and have a strong sense of what is fair or unfair play. The vast majority of pupils behave well but there are a few who find difficulties because of their personal and emotional difficulties. Incidents of poor behaviour are few and are well managed by the staff and the pupils say they have no worries or concerns. For their age pupils have an excellent awareness of how to keep themselves safe. Staff are skilled at providing pupils with activities that strengthen their understanding of potential risk and that help them to develop strategies to keep themselves safe. Children in Reception, for example, showed considerable concentration as they chopped up vegetables to make a curry, recognising that knives can be dangerous and must be handled with care. Pupils

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

enjoy taking on responsibility and carry their tasks out with enthusiasm. The school council, for example, is helping to decide how a part of the school grounds can be developed. Pupils are avid fund-raisers for a variety of charities, both local and international, and enjoy considering how they can improve the facilities in their own village as part of their local studies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school provides an exciting and interesting education for its pupils. They talked with enthusiasm about their fun and often memorable activities, such as the visit from Year 7 students to support pupils in developing and testing their own wind-powered vehicles. Strategies for developing pupils' language skills work well. Very effective links made between subjects, especially with English, strengthen their interest and desire to write so pupils of all abilities make stronger progress in developing their writing skills than in the past. Similarly, the development of pupils' ability to use and apply their knowledge in mathematics and to use ICT within a stimulating curriculum is raising standards.

The personal, social and health education programme is strong and enables pupils to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

make very good progress in these areas of their development. Positive links with the local church are promoting pupils’ spiritual development but the school has correctly identified the need to provide pupils with more first-hand experiences of communities with more diverse cultures. Teachers’ good subject knowledge and thorough planning in most areas of work provide pupils with a good understanding of what is expected in each lesson and guidance on how to find success in their activities. In mathematics, however, these strategies are not as effectively developed.

Each pupil has their own very important place in the school and staff are extremely effective in recognising not only what will support their learning but also what will help their personal and social development. Staff work successfully with a range of outside agencies to provide support for vulnerable pupils and their families. Pupils reported that teachers were quick to help them and they felt able to talk to them if they had concerns.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The creation of the federation of schools has brought about many positive changes in leadership and management which are enabling Fawley Infants to improve further. The clear vision and drive of the headteacher and the expertise of other staff within the federation that are supporting the development of teaching and learning are all having a positive impact on raising standards. Very comprehensive systems for assessment and monitoring the school’s work are providing a very clear agenda for further improvement which is already having a positive impact.

The school is a happy and harmonious community where pupils have a strong sense of place and staff effectively promote equality and mutual respect. Senior leaders and governors have reviewed the school’s context and taken effective steps to promote community cohesion. There are already good links with the local community and the school is making plans to extend these opportunities to more culturally diverse communities. The school’s partnership with parents and carers is excellent. Partnerships with other agencies and groups are providing a wide range of expertise to extend pupils’ learning and care. The Fawley Forum is just one of the many ways in which the school builds successful links with families and the local community.

Governors are knowledgeable and well informed. They have a good knowledge of the school’s strengths and are influential in the school’s development. Keeping pupils safe is high on the school’s agenda and at the time of the inspection all safeguarding

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

requirements were rigorously followed. Governors and staff review policies and procedures regularly to ensure their exceptionally good practice is maintained.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle well to their activities in the Reception class and make good progress especially in developing an understanding of letters and sounds. This supports their good progress in reading and writing. Good teaching and an interesting range of activities enable children to develop well. Activities are well planned and effectively linked so that a wide range of skills and knowledge is promoted. There is a good balance of tasks led by an adult and opportunities for children to choose and develop their own activities, such as the role-play area which was organised as an Indian restaurant. The secure outside area has been identified as needing further development. It appropriately reflects the learning inside the classroom but the Early Years Foundation Stage leader already has plans for making it a more stimulating area in which children can experiment and explore.

Children's progress is monitored carefully and a very thorough system of recording is used to develop a clear plan for each child's important next steps. Staff have identified that children do not make the same good progress in their social and emotional development and several children are still finding it hard to share resources sensibly. The staff are skilled, however, at defusing these minor upsets and children are making better progress in developing the skills of working harmoniously with each other. Leadership of the Early Years Foundation Stage by the headteacher and class teacher is good and children are very well cared for. Very good links with parents and carers and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

the local pre-school groups are fostered well. The teacher and teaching assistants work together extremely well. Areas for further improvement are identified correctly but there are few formal plans which involve all staff and which will enable them all to evaluate the impact of their improvements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers who responded to the questionnaire are very supportive of the school. Even those who expressed a concern included praise for many elements of the school’s provision especially about the school’s happy atmosphere and the care and dedication of staff. A few parents and carers expressed concern about some pupils’ behaviour. Observation of pupils in lessons, at break times and in whole-school assemblies gave evidence of mostly good behaviour. There are a few pupils who find it difficult to live up to the staff’s high expectations because of their special needs but these pupils are well managed. Pupils have a very clear understanding of how staff will respond to any inappropriate behaviour and feel safe in school.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Fawley Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	72	8	25	1	3	0	0
The school keeps my child safe	17	53	13	41	2	6	0	0
The school informs me about my child's progress	21	66	10	31	1	3	0	0
My child is making enough progress at this school	19	59	10	31	2	6	1	3
The teaching is good at this school	22	69	9	28	1	3	0	0
The school helps me to support my child's learning	21	66	10	31	1	3	0	0
The school helps my child to have a healthy lifestyle	20	63	12	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	44	16	50	1	3	0	0
The school meets my child's particular needs	16	50	13	41	1	3	1	3
The school deals effectively with unacceptable behaviour	12	38	15	47	3	9	1	3
The school takes account of my suggestions and concerns	15	47	14	44	2	6	0	0
The school is led and managed effectively	15	47	13	41	2	6	0	0
Overall, I am happy with my child's experience at this school	22	69	9	28	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 February 2010

Dear Children

Inspection of Fawley Infant School, Southampton, SO45 1EA

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

- You make a good start to your learning in the Reception class, you achieve well and by the time you go on to your next school you have reached similar standards to other children of your age.
- You want to do well and enjoy the fun activities you are given.
- You behave well. You are polite, friendly and helpful to everyone. You enjoy taking responsibility and helping the school to be an even happier place.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting and fun so you do well.
- The headteacher leads the school extremely well with lots of help from the deputy headteacher. Everyone works together as a strong team.
- There is an extremely good partnership with your parents and carers and others who can help you to learn.
- The staff look after you extremely well so you feel safe and happy.

Even though Fawley Infants is a good school we have asked your headteacher, staff and governors to make two improvements:

- help you get better in your mathematics so you are as successful doing your sums as you are in your writing
- give you opportunities to meet and work with people from a range of backgrounds and different cultures than yourselves.

Thank you again for making our visit so enjoyable and remember you can do your bit by continuing to work hard and helping each other.

Yours sincerely

Mrs Callaghan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.