

Titchfield Primary School

Inspection report

Unique Reference Number	115953
Local Authority	Hampshire
Inspection number	338688
Inspection dates	1–2 December 2009
Reporting inspector	Ken Bryan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Mrs Chris Webb
Headteacher	Mr Mike Bainbridge
Date of previous school inspection	7 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school development plan, lesson and curriculum planning and procedures for keeping pupils safe. Forty-six parental questionnaires were returned and scrutinised by the inspection team.

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

- the impact of strategies for improving pupils' attainment in writing at Key Stage 1 and for boys across the school
- the quality of provision and leadership in the Early Years Foundation Stage
- the effectiveness of Learning and Progress Leaders in monitoring and evaluating the quality of provision
- the impact of the school's strategies to promote community cohesion.

Information about the school

Titchfield Primary is a smaller than average school where almost all of the pupils are from White British backgrounds. The school serves a diverse catchment area including a wide range of socio-economic backgrounds. This includes a small community of Traveller families. Pupils are taught in seven single-age classes. The current proportion of pupils with special educational needs and/or disabilities is below the national average.

The school is proud of its Healthy School and Activemark accreditations.

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

This is a good school. It has some outstanding features in all aspects of its provision. Much of this is due to the school's high expectations and ambition, particularly of the standards pupils should attain and of their attitudes and behaviour. Staff show a strong sense of teamwork that has been fostered by the headteacher's dynamic and highly effective leadership.

Pupils enjoy coming to school. They know that they are cared for well and that they make an exceptional contribution to the school community. The work of the school's Young Governors, Eco Warriors and other groups is a reflection of a strong pupils' voice. The pupils stated that they feel extremely safe due the way adults care for them and because they show a care for and a sensitivity to each other's feelings. Their achievement is good. They make good or outstanding progress in much of their personal development, but their academic progress is not wholly consistent. Variations in progress between year groups are being tackled very successfully by seeing where teaching can be improved and by constructive use of information about progress to decide on actions to be taken. The tracking of pupils' progress is rigorous, using robust data. Standards are improving and there is convincing evidence at each key stage of many pupils attaining the highest levels. Most pupils are also making good progress, especially in mathematics and more recently in writing, an area of focus for improvement. This has the consequence of good and sometimes outstanding teaching. Teachers have the opportunity to learn and develop within an increasingly challenging, reflective and collaborative professional environment.

Leadership and management are good overall, with the contribution made by the governing body being outstanding. Their challenging contribution to school life is exemplary. There has been an extremely effective reorganisation of the school's management structure enabling a sharper focus upon the raising of standards and the acceleration of pupils' progress. The school's leadership clearly demonstrates a good capacity for improvement in the future. The school knows itself well and self-evaluation is accurate. There is a strong sense of partnership with parents and carers which outstanding. Partnerships with other schools and external agencies are good. Parents are overwhelmingly supportive of the school and speak extremely highly about all the school does. The school's promotion of community cohesion is satisfactory as the school is only now beginning to explore links with diverse United Kingdom and global communities.

The children make a happy and confident start to school into the Early Years Foundation Stage Reception class. Rigorous and highly effective induction processes ensure that transition from pre-school is smooth. In addition, all safeguarding and welfare

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procedures are in place and all adults consider the well-being of children to be at the heart of what they do. Children make satisfactory progress throughout the Early Years Foundation Stage and attainment overall in 2009 is good. However, the school recognises that this could be improved by further developing its planning focus for an exciting, engaging curriculum to better meet the needs and interests of all children.

What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by identifying opportunities for more effective intervention in child-initiated activities.
- Increase pupils' knowledge and understanding of the cultures, lifestyles and beliefs found in diverse United Kingdom and global communities.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school. They show this in their enthusiasm in lessons, the excellent relationships in their playing together and in their confidence that they make an important contribution to the school community. From this enjoyment stem important outcomes such as their good spiritual, moral, social and cultural development.

Many parents are confident that their children make good progress, as are the pupils themselves. This has been found to be so, with ample evidence of pupils making good progress in aspects of their academic, personal and social development. At all ages, standards are at least in line with those expected. From Year 2 onwards, a majority of pupils exceed the expected standards in reading and writing. This represents a significant improvement in writing due to the school making this a high priority. Pupils' learning in English and mathematics is helped by the teachers having high expectations, effective target-setting and constructive marking that shows them what to do to improve. They know what their work is helping them to learn and how it helps future learning. The good progress made by pupils with special educational needs and/or disabilities owes much to the high quality of support from teaching assistants. This helps many of these pupils get close to average standards by the time they leave the school. The most recent data shows progress in mathematics has been particularly good and many pupils achieve the highest levels by the end of Year 6, where attainment is now well above the national average. Pupils are eager to contribute to school life, and those with specific responsibilities, such as Young Governors, monitors and Eco Warriors carry out their duties very conscientiously. The behaviour and attitudes of the pupils are good throughout the school. Adults and children alike have developed excellent relationships resulting from the school's belief in rights, respect and responsibilities that lies at the heart of all they do. They are developing an understanding of other cultures and faith groups and the children talk very knowledgeably about the importance of healthy eating and take regular exercise. The range of good outcomes in academic and personal development means that pupils are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good outcomes are the consequence of good teaching. Senior leaders, and the particularly effective Learning and Progress Leaders, place great emphasis upon monitoring and improving the quality of teaching and learning. Teachers benefit greatly from the focus on this, and on their professional development. By observing aspects of colleagues' exemplary practice and by looking collectively and reflectively at how the curriculum can be developed, teachers help one another in trying to make learning exciting and relevant to pupils' needs. In most lessons, pupils have tasks closely matched to their different abilities. This is a strong feature of learning in reading, writing and mathematics throughout the school. All pupils significantly benefit from an emphasis upon personal and social education through the school's fervent adherence to its belief in 'Rights, Respect and Responsibilities'. This has had a very positive impact upon pupils' attitudes and behaviour and the establishment of a calm, purposeful and happy learning environment.

There is consistent checking of pupils' progress through testing and assessment throughout the year. Teachers use this information constructively to get a picture of long-term progress and to identify groups or individuals who are not reaching targets set for them. Teachers' good quality marking aids pupils' learning by showing how a piece of work can be improved. A good feature of many lessons is the opportunities given to pupils to evaluate both their own and their classmates' work and learning and

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

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to identify progress towards their challenging targets.

The planning of the curriculum is ongoing, rigorous and collaborative with staff creatively developing a series of topics in which subjects are linked together, such as the stimulating 'Sirens and Shelters' topic in Key Stage 2 and 'Explosions' in Key Stage 1. Current planning identifies clearly where pupils can apply and develop literacy skills in other subjects and topics and this is raising reading and writing standards. Themed weeks and numerous visits and visitors significantly contribute to the pupils' enjoyment and achievement. The provision of numerous sporting activities and fixtures is very popular, as is the provision for instrumental music lessons for most pupils and a well attended Spanish Club. A performance by the school's steel band, 'Pans Ablaze', during a rendition of Winter Wonderland, reflected immense skill and enjoyment. The school has developed good links with the local secondary school so that the children can participate in sports activities such as rugby. The provision for information and communication technology is good.

Care and concern for pupils' well-being are central to the school's ethos and are a good feature of the school. Pupils feel exceptionally safe and happy in school. The needs of vulnerable pupils are met well and there is extra help and support for pupils who need it. Robust systems for monitoring attendance include close links with outside agencies and effective data analysis. These have resulted in an increase in pupils' attendance over the past few years.

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	2

How effective are leadership and management?

The headteacher provides outstanding leadership, and staff and governors respond to his drive with a shared ambition for school improvement. The priorities for the school's development are monitored and evaluated continuously by the senior leadership team, Learning and Progress Leaders and the governing body. This means that strategic planning has direction and clear goals. The school makes good use of various partnerships, especially the local church, with which it is affiliated, local pre-schools and secondary schools, sports clubs, the village community, the extremely helpful 'Friends of Titchfield School' and agencies providing specialist support. These links have a positive impact upon provision.

Safeguarding arrangements are thorough and staff are well trained and vigilant in their attention to health and safety, risk assessment and child protection issues. The school's

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leadership at all levels ensures that all pupils are valued, and the requirements of equalities legislation are also met well.

Data on pupils' performance are used constructively to check pupils' progress over time. The headteacher and his leadership team meet class teachers regularly to review progress and decide the action needed to improve the achievement of individuals or groups. The senior leadership team employs effective strategies for following up the impact of any action, and it effectively monitors and evaluates progress in addressing priorities in the school's development plan and subject action plans.

A very enthusiastic, well-informed and exemplary governing body rigorously evaluates the school's work. It challenges senior leaders while supporting them well. Individual governors are given responsibility for monitoring the priorities in the school development plan and there is a clear schedule for reporting of progress using robust data. They work tirelessly at promoting the school's links with the local community and other partners. However, following a thorough evaluation of the impact of policy and practice for developing community cohesion, it realises that links with diverse United Kingdom and global communities are not well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

A rigorous induction process enables children to settle quickly into early routines. Staff work closely together, and parents and carers say how much they appreciate the strong home/school partnership that fully involves them. There is a high level of concern for children's welfare. Systematic observations and assessments of children's learning are

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carried out, but these are not used effectively to plan activities tailored to the needs and interests of individual children. There is a smooth flow between indoor and outdoor learning, and both areas are well resourced and attractive. The curriculum provides a good balance of adult-led and child-initiated activities. In the latter, staff recognise that there is greater potential now to develop children's language and numeracy skills through carefully planned activities and the provision of resources.

Children enter the Early Years Foundation Stage with knowledge and skills close to or sometimes below the levels expected of four-year-olds, with relative weaknesses in language and literacy and personal and social development. They make satisfactory progress and the majority leave the Early Years Foundation Stage with average standards in all areas of learning. However, this varies considerably year-on-year according to the intake of pupils.

Behaviour is good and most children develop positive attitudes to work which are reflected in their enjoyment of what they do.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school. They are very supportive of the school and see it as a vital part of the village community. They agree that their children enjoy school and make good progress. The comments were particularly in praise of the school's commitment to its safe, caring and nurturing environment. Parents stated that 'the school cares deeply for all children' and 'the school is welcoming and does everything it can to build good relationships with parents and the community'. They also commented about the 'inspirational' leadership provided by the headteacher and the staff who are 'dedicated and caring'. Altogether, this is a particularly positive and impressive set of responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Titchfield Primary 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.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	96	2	4	0	0	0	0
The school keeps my child safe	35	76	11	24	0	0	0	0
The school informs me about my child's progress	30	65	15	33	1	2	0	0
My child is making enough progress at this school	25	54	21	46	0	0	0	0
The teaching is good at this school	32	70	14	30	0	0	0	0
The school helps me to support my child's learning	28	61	17	37	1	2	0	0
The school helps my child to have a healthy lifestyle	43	93	3	7	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)	31	67	14	30	1	2	0	0
The school meets my child's particular needs	25	54	21	46	0	0	0	0
The school deals effectively with unacceptable behaviour	24	52	19	41	1	2	0	0
The school takes account of my suggestions and concerns	28	61	18	39	0	0	0	0
The school is led and managed effectively	41	89	5	11	0	0	0	0
Overall, I am happy with my child's experience at this school	40	87	6	13	0	0	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.



3 December 2009

Dear Pupils

Inspection of Titchfield Primary School, Titchfield, Hampshire, PO14 4AU

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school gives you a good education overall and some things are outstanding. This is what we particularly appreciated.

- Many of you are making good progress and you are working particularly hard at improving your reading and writing skills.
- You behave well in lessons and in the playground.
- You understand very well the importance of healthy eating and exercise.
- You say how much you enjoy the opportunities you have to take on responsibility, such as being a Young Governor or Eco Warrior, and this is an excellent contribution to the life of the school.
- You are taught well and teachers plan many interesting activities for you to do in lessons, and you particularly enjoy sport and music.
- You say you feel safe in school and this is because all the adults do a good job in looking after you and making sure that you are safe and get help whenever you need it.
- The headteacher leads your school excellently and all the adults, including the governors, are working hard to improve the school.

We have two recommendations to help your school to get even better.

- To improve the planning for all the exciting and interesting things you do in Reception.
- To help you understand more about other communities further away in the United Kingdom and the rest of the world.

We hope you will carry on enjoying learning and helping your teachers to make Titchfield Primary School an even better school.

Yours sincerely

Ken Bryan

Lead Inspector

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