

Hart Plain Infant School

Inspection report

Unique Reference Number	115966
Local Authority	Hampshire
Inspection number	338692
Inspection dates	4–5 November 2009
Reporting inspector	David Marshall

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	218
Appropriate authority	The governing body
Chair	Mr Graham Smith
Headteacher	Mrs Beverley Cooper
Date of previous school inspection	8 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with the headteacher, teaching and support staff, governors, parents and pupils. They observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as more-able or having special educational needs and/or learning difficulties, minutes of governors' meetings and 93 parental questionnaires.

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

- the level of achievement of the current pupils, including the more-able and those with special educational needs, and the impact of assessment on the quality of their learning
- the impact of the school's provision on pupils' personal development
- the impact of the revision of the curriculum
- the effectiveness of leadership and management at all levels, including governors, in driving school improvement.

Information about the school

Hart Plain Infant School is a three-form entry, above-average size infant school. Approximately 55% of children live within the catchment area and approximately 45% choose to attend from out of catchment. The school serves a community with wide-ranging socio-economic backgrounds. The proportion of pupils with special educational needs and/or learning disabilities is above average. The majority of these pupils have early language or moderate learning difficulties. The proportion of pupils from ethnic minorities is low. Few pupils are at an early stage of learning to speak English. Several children from a local Christian group called the Brethren community attend. The school has the Healthy School Award and Investors in People status and has recently received the BECTA Schools Award.

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

Hart Plain Infants is a good school. Inspection findings agree with the school's judgement that it provides an effective education based on excellent pastoral care and support for all pupils, whatever their background. Led by an outstanding and experienced headteacher, the staff put the children's learning and development of new skills and understanding, and children's integration into the local community, as central to all that they do. One parent, of a Year 2 pupil, reflected the thoughts of many by writing, 'My son has been happy at school since his first day in Reception. He always wants to go to school, even after the holidays! He is pushed academically and his progress is excellent.'

The headteacher, senior leaders and governors provide effective leadership. They know the school's strengths well and what needs to be refined further. The school's view of itself is accurate and its track record of constantly seeking to improve, such as the development of better monitoring systems, shows that it has a good capacity to continue improving.

Pupils' attainment is generally in line with expected levels by the time they leave the school. Although the school's 2009 national assessment results were slightly lower than the year before, the percentage of pupils attaining expected levels in reading and mathematics was in line with the national average. From starting points that vary, but are often well below expectations for pupils' age when they join the Reception classes, this reflects a good level of achievement. The provision for vulnerable pupils, or for those with special educational needs and/or disabilities, is excellent and leads to these pupils making outstanding progress. Pupils benefit from tailored individual or small group sessions that successfully help to plug the gaps in their reading and writing skills. Pupils' good personal development and well-being help their all-round achievement. They acquire an excellent understanding of how to keep safe, make healthy choices and contribute well to the school and wider community. Pupils, including the most vulnerable, are cared for exceptionally well and feel safe and secure. The school's procedures to improve attendance are exhaustive and it has improved to be in line with the national average. Pupils' excellent behaviour, together with their good progress in reading, writing and mathematics, prepares them well for the next stage in their learning and later life.

The quality of teaching varies throughout the school, but overall it is good. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments. This ensures that tasks are generally pitched at the right level for all pupils. Although there is some outstanding teaching and

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learning, this quality is not yet found consistently throughout the school. In the best lessons, pupils are given the maximum opportunities to practice and reinforce their skills and learning in English and mathematics, and there are exciting and relevant activities that are linked across subject areas. However, these features are not always present in the teaching. There is more still to do to ensure that teachers implement the curriculum changes consistently so that pupils in all years are provided with activities that always challenge them. The support provided by the very experienced teaching assistants is very effective and appreciated by parents and staff alike.

The curriculum covers all subjects well and is enhanced by a range of additional activities, visits and visitors. The school has introduced a range of initiatives to make it more relevant and exciting. As a result, pupils increasingly enjoy the opportunities they are given. However, as the school acknowledges, there is now the need to draw these different threads together and enable pupils to practise and consolidate their literacy, numeracy and information and communication technology (ICT) skills in a more coherent and consistent way.

The school does much to promote its place in the local community and works extremely effectively with many local organisations, playgroups and local businesses. The contribution of the Friends of the School Association is exceptional, and is greatly appreciated by all involved. The audit of community cohesion, undertaken by the outstanding governing body, is underpinned by a careful analysis of these factors in the school's context. While these links with the local community are excellent, pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are not developed as well.

What does the school need to do to improve further?

- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the provision for community cohesion by:
 - building on the findings of the recent comprehensive analysis of community cohesion
 - implementing the plans for twinning with schools in other localities
- Ensure that by July 2010 changes in the curriculum are embedded so that:
 - pupils are given the maximum opportunities to practice and reinforce their skills and learning in English and mathematics
 - the exciting and relevant activities that are linked across subject areas are present in all lessons.

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

Observations of lessons during the inspection confirmed that, throughout the school, pupils make good progress, regardless of their background or ability. Pupils with special educational needs make excellent progress. Pupils with learning difficulties and/or disabilities make outstanding progress because of specific help in the nurture class.

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In most lessons observed, pupils were well motivated by the ideas and resources presented and were keen to please their teachers and other adults. This was evident in a good lesson on Guy Fawkes in Year 1. As in all lessons observed, the pupils were enthusiastic and sensible as they made their guys, and thought about why they were celebrating the anniversary. This is a reflection of the way the school constantly encourages good behaviour, attentiveness and hard work. The school's data show that the focus this year on early language work has been successful. Although results in the 2009 national assessments were again broadly average, the school's comprehensive data show that this represents good progress and achievement for this cohort of pupils. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and mature social skills, which reflect their good spiritual, moral, social and cultural development. The extremely effective care begins in the Reception classes, gives the children a real sense of determining their own way forward, and guarantees their full involvement in all activities.

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	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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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Overall, teaching is effective and so pupils make good progress. Academic monitoring and guidance are good and have improved significantly since the last inspection. In the most effective lessons, the careful planning is implemented with enthusiasm and care. This was evident in an outstanding science lesson in Year 2, where no opportunity to explore pupils' previous learning was missed and good links were made with other subjects. The way the teacher constantly monitored the pupils' responses and provided further, exciting challenges ensured excellent progress. The imaginative use of resources, such as the interactive whiteboards, inspired pupils to try their hardest. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves, and work together to meet the aims of the lessons they usually understand well. Most marking is carried out with the pupils, but is not always used to give clear and immediate pointers about what pupils need to do to improve their work.

The staff are constantly refining the curriculum to ensure lessons can be as exciting and as relevant as they can make them. Currently, the curriculum covers all subjects effectively and is enhanced by a range of additional activities. All staff are looking for ways to enthuse pupils further through consolidating and sharpening their approach to delivering the curriculum, and are keen to build on what has already been achieved.

A good example of the school's care and commitment is the provision for a number of pupils whose significant problems affect their learning. They are given specific help in the nurture class. Provision in this group room mirrors that of the rest of the school, and is established on creating a friendly and calm environment, where individuality is celebrated and every pupil is enabled to communicate at their own level. The outstanding special educational needs coordinator and teaching assistant work very closely with parents and carers, who are overwhelmingly appreciative of their work.

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 headteacher gives outstanding direction for the work of the school and has ensured that significant progress has been made in improving the quality of teaching and learning since the last inspection.

The administrative team plays a central role within the school. Their work is much appreciated. The school knows itself very well and all subject leaders are closely

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involved in monitoring the school's work, which they do with tremendous enthusiasm. Documentation is impressive in range and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary, and hence the school is well placed to improve further.

The school is zealous in its efforts to promote equality and tackle discrimination. Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group. Procedures to safeguard pupils' well-being, safety and health are excellent and all members of staff are well trained. The contribution the school makes to community cohesion is good. A plan and clear actions are in place that promote pupils' understanding from a local perspective extremely well. Links with other local schools and agencies are harnessed very effectively. The need to expand its links to provide a national perspective is well understood by the school.

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	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make a good start to their schooling in the Reception classes and, from a below-average start, progress well. They settle happily into school because of good links with parents and carers and the care taken to liaise with local playgroups and nurseries. As one parent observed, summing up the comments of many, 'My little girl loves her school and so do I, she is trying new things with encouragement.'

Staff know the children very well and the good parental relationships are maintained on a daily basis and through meetings, so parents and carers understand how their children

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learn. The Early Years Foundation Stage is managed extremely well and clear priorities are set for improvement. The enhancements in provision and outcomes since the last inspection are considerable and clear, and are testament to the excellent leadership of the coordinator.

Planning is generally good because careful account is taken of the regular ongoing assessments of children's progress. Adults work together well as an effective team, provide good routines, have high expectations of behaviour and achievement, and relationships are excellent. Consequently, children develop well personally and engage well with their learning. Teaching and learning are good. Children's language skills are being developed well, with a clear focus on early letters and sounds work (phonics). Stimulating and interesting activities are provided and there is a suitable mix of teacher-directed and child-initiated activities. As the school has acknowledged, there is the need to make sure that child-initiated activities are carefully monitored to ensure the best possible use of the child's time and resources.

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	1

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 consider that the school has a dedicated team of staff and that the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make good progress. Inspectors fully endorse these views. A small number of criticisms were offered constructively. There were no particular trends in the very few negative comments received by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hart Plain 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.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	66	31	33	1	1	0	0
The school keeps my child safe	66	71	26	28	1	1	0	0
The school informs me about my child's progress	38	41	52	56	3	3	0	0
My child is making enough progress at this school	47	51	44	47	1	1	0	0
The teaching is good at this school	62	67	31	33	0	0	0	0
The school helps me to support my child's learning	59	63	34	37	0	0	0	0
The school helps my child to have a healthy lifestyle	61	66	32	34	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)	43	46	44	47	0	0	0	0
The school meets my child's particular needs	46	48	46	49	1	1	0	0
The school deals effectively with unacceptable behaviour	34	37	52	54	5	5	0	0
The school takes account of my suggestions and concerns	34	37	57	61	0	0	0	0
The school is led and managed effectively	62	67	30	32	1	1	0	0
Overall, I am happy with my child's experience at this school	62	67	31	33	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.



6 November 2009

Dear Pupils,

Inspection of Hart Plain Infant School, Waterlooville P08 8RZ

Thank you for making us feel so welcome when we visited your school recently. We enjoyed seeing how you work in your lessons, and sharing your assemblies, lunch and play times. We also enjoyed talking to your parents and reading their questionnaires. We worked very closely with your headteacher. We also spent time talking to some of your teachers, governors and parents and looking at your work.

We have judged your school to be good. We were pleased to see how the school has improved since its last inspection. Here are some of the things we liked most.

- The school looks after you well and you all make good progress in your learning.
- Children in the Reception classes get off to a good start at the school.
- Your behaviour is excellent; you get along with each other and feel very safe in school.
- You all have good ideas about how to make things better and the teachers always listen to what you want.
- You understand how to live healthily and really enjoy school.
- There are exciting things for you to do in school, on visits and in clubs.
- The headteacher and staff manage the school well.

We have asked your teachers to think hard about how they can make all the subjects you learn exciting and interesting, and as well matched as possible to your individual needs and interests. We have also asked your headteacher and staff to make sure you are given the chance to look at and understand about how children and adults live in places that are different from where you live. You can help by continuing to listen carefully and take note of what they say.

Yours sincerely,

David Marshall

Lead inspector

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