

# Locks Heath Infant School

## Inspection report

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<b>Unique Reference Number</b>	115989
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338698
<b>Inspection dates</b>	10–11 November 2009
<b>Reporting inspector</b>	Deborah Zachary

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Cass Horrocks
<b>Headteacher</b>	Mrs Catherine Butcher
<b>Date of previous school inspection</b>	6 November 2006
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## Introduction

This inspection was carried out by three additional inspectors, who visited 18 lessons and held meetings with the headteacher and other staff, governors and pupils. They observed the school's work, studied planning, assessment records, monitoring records and pupils' books, and looked at 116 parental questionnaires.

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

- pupils' starting points, in order to confirm how much progress is being made by different groups in each key stage
- the progress of the most able pupils at Key Stage 1 in writing, to determine whether teaching is sufficiently challenging and explore how it has been improved
- how well the school caters for pupils with special educational needs and/or disabilities, and other vulnerable pupils
- how well community cohesion and outdoor learning have been developed.

## Information about the school

Locks Heath Infant School is very large but is still oversubscribed. It draws its pupils from a wide area, with more than half coming from 'out of catchment', and most pupils stay at the school for the full three years. Though pupils come from a wide range of social and economic backgrounds, overall these are more advantaged than most schools. The vast majority of pupils are of White British ethnicity. A broadly average number of pupils have special educational needs and/or disabilities, but at the time of the inspection there were no pupils with a statement of special educational needs. There are four classes within each year group. Pupils in Classes 1,2, 3 and 4 (the Reception year) are in the Early Years Foundation Stage. The remaining classes (Years 1 and 2) are in Key Stage 1.

The school has the following awards:

- Enhanced Healthy School
- Activemark
- Artsmark silver
- Eco Schools
- Trailblazers bronze.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Locks Heath Infant School is outstanding. Pupils throughout the school make excellent progress and standards are extremely high by the time they leave. This outstanding achievement is due to exceptionally well-targeted teaching. Adults know children extremely well, both through day-to-day interactions and, importantly, through painstaking analysis of what they can do. Teachers constantly reflect on how best to take learning further. As a result, a visitor is struck by the large number of small groups of pupils working around the school. They have been selected to focus on a particular area of work where teachers have decided their learning should go next. Pupils of all abilities are challenged and highly involved and their behaviour is excellent.

The school is a wonderful place to be. Teachers and support staff share a drive to improve. There is a good balance at all levels of support, challenge and praise, whether for pupils in lessons or in the way teachers themselves are helped to improve teaching. Pupils are extremely happy and love the activities they are given. Teachers and support staff work very hard to ensure new children settle, and give sensitive and highly effective care and support for the vulnerable. The staff engage parents' support to excellent effect and the pupils themselves are very caring about each other. They develop outstanding spiritual, moral social and cultural awareness alongside their academic prowess.

Although the school was judged good with some outstanding features the last time it was inspected, it has rapidly built on this to reach new heights. The headteacher has demonstrated exceptional leadership in the drive for improvement, and management systems are exemplary. Analysis of data is sophisticated and strategies used to improve teaching and learning are both supportive and challenging. Achievement of middle and more able pupils has accelerated dramatically in writing and mathematics in the last few years and is now exceptional. Lower attainers and those with special educational needs and/or disabilities also make extremely rapid progress. The strength in depth of the leadership and management systems means that the school has excellent capacity to improve further.

The school identified the space for outside learning as an aspect for improvement and made significant changes. The first phase of development of the outdoor areas for Reception children is completed. Three of the four Reception classes now have access to good, flat outdoor areas where the children can use large apparatus to develop their physical skills through exercise. The remaining class has an outdoor area but it is much smaller and unsuitable, for example, for using bikes. All classes in the Early Years Foundation Stage use the outdoors for learning, but its use is not yet integrated smoothly into all aspects of daily planning.

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## What does the school need to do to improve further?

- Extend the opportunities for children in the Early Years Foundation Stage to learn outdoors by:
  - ensuring all four classes have easy access to a space large enough to practise and develop their gross motor skills
  - identifying clear opportunities in daily planning for children to use the outdoor spaces for both child-led and adult-initiated activities.

## Outcomes for individuals and groups of pupils

**1**

Pupils learn with a real confidence. They respond to challenges with delight and concentrate hard, even when working alone or in small groups without an adult. They are given a very clear understanding of what they are trying to do through the teachers' consistent application of the terms WALT 'We Are Learning To' and WILF 'What I'm Looking For'. Pupils use their understanding of WILF to evaluate how well they have done and to improve. In the classroom they show high levels of basic skills. The writing of many Year 2 pupils, though mostly still only six-year-olds, is fluent and they calculate quickly. Even pupils at the start of Year 1 are confident using information and communication technology, for example to draw pictures. Achievement is exceptional, both in class and longer term.

The pupils also have an excellent understanding for their age of how to keep safe and healthy. During the inspection they ate a healthy school dinner they had designed and, in the case of the fruit salad, made themselves. They love having roles in which they can help the school ' for example as councillors, helping with play and ensuring the school is eco-friendly. They have forged links with the local community too, working with a local councillor. They are tolerant, courteous and welcoming. As they move through the school they become more aware of the world outside their immediate neighbourhood, both nationally and internationally, through the many structured opportunities provided through the school's curriculum and its links with schools elsewhere.

Though the pupils are very young and subject to the usual childhood ailments, absence is lower than in primary schools nationally, and the school does all it can to encourage good attendance. Unauthorised absence is very low.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers have succeeded in establishing an atmosphere in classes in which pupils are not afraid to make mistakes. This enables teachers to correct misapprehensions quickly even when the whole class is listening and so ensure learning is rapid. One very effective strategy used by teachers is to model good work or good methods. Often a teacher will use a pupils' behaviour or work as an exemplar, combining praise and reward with an opportunity to crystallise learning for the rest. The teachers themselves model good practice ' whether demonstrating a way to solve a mathematics problem or in the handwriting they use. They have become adept in involving pupils in their learning. Work is marked using a very effective system of 'two stars and a wish' ' two positive things and one thing to improve ' and pupils have also learnt to use this system to evaluate their own work and that of others. Pace is usually very rapid. A range of extremely well-chosen teaching strategies and resources are used to keep interest high. Changes to the curriculum, which is now excellent, have also been key to establishing the high amount of outstanding teaching there is in the school, particularly in literacy, where a highly effective framework for reading, writing and speaking has underpinned the way work is targeted to individual needs.

Comprehensive care, guidance and support and excellent arrangements for induction ensure pupils settle rapidly. Parents are involved and engaged even before their children have started school. Pupils say things like, 'Teachers listen to us and we are treated as individuals.' They are completely confident that any problems that may arise will be solved by an adult. Vulnerable pupils have their needs analysed in a highly systematic way and outside advice is drawn on whenever necessary to ensure that they have

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excellent support.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Discussions with staff and returns on staff questionnaires revealed very high morale and a well-founded belief in the school's strengths. Despite this, no-one is complacent. Monitoring is rigorous and sophisticated at all levels, including that carried out by the governing body, and a very high level of ambition to do the very best for all the pupils drives improvement forward. Governors meet their statutory responsibilities extremely well: safeguarding and the way the school promotes community cohesion are excellent. For example, governors' analysis of the local community has enabled them to plan how they will appoint new governors to reflect it more closely. They, the headteacher and the staff have a comprehensive awareness of safeguarding issues. The governors, headteacher and staff are also keenly aware of their responsibilities under equalities legislation. Exceptionally well-targeted work has enabled the school to ensure any uneven progress between different groups has been identified and ironed out. The school uses many exemplary and innovative strategies to support and include parents, carers and also grandparents in the children's education. These ensure that even those who might be harder to reach are drawn in to have a strong impact on their children's learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children enter the school with skills and understanding that are broadly in line with national expectations for their age, although below in communication, language and literacy and above in personal, social and emotional development. They rapidly become familiar with school routines and learn very quickly to share and to develop independent learning skills. Staff plan very interesting and lively activities, with a good balance between those that are adult-led and those chosen by the children, so that children thoroughly enjoy and engage in their learning. Detailed and regular assessments mean that the children are known exceedingly well and that their next stages of learning are very carefully planned for. The children's independence and good social skills mean that they cooperate well and persevere at all activities. The regular review time allows children to reflect on, celebrate and share their learning. This very personalised learning for every child, outstanding relationships and very caring and focused attention from all the adults are key reasons why all groups of children, including those with special educational needs and/or disabilities, make excellent gains in learning. Children show continuous curiosity and sometimes wide-eyed amazement ' for example when looking at insects through a hand lens.

The outside areas are now well resourced, but the steep slope and small size of the section outside one classroom mean that it cannot be used for energetic activity. There are examples of good use of the outdoor areas, for example with the newly developed gardening troughs. Topics are planned in detail, and the individual needs of children are considered very carefully. However, daily plans do not yet as a matter of course include the use of the outdoors for pupils' own choice activities as well as opportunities for adult-led work. Despite making outstanding overall progress to reach above-average standards, last year's children made good rather than excellent progress in some aspects of social skills and in physical development, and both areas have been held back by the relative limitations in outdoor provision.

Excellent leadership and management are characterised by a determination that all children will maximise their progress through well-matched activities and support, and accurate monitoring and evaluation of learning. The very strong team of adults have a thorough understanding of the needs of all children. Children's welfare is given paramount importance, and staff ensure that all necessary safeguarding procedures are firmly in place.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
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

Parents are extremely satisfied with the school, and very few report any dissatisfaction. There was no consensus in the few negative points made. Several parents of children with special educational needs and/or disabilities wrote extremely positive comments about the provision. One parent spoke for many when simply saying that it is 'a fantastic, fantastic school'.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Locks Heath 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	72	29	25	1	1	0	0
The school keeps my child safe	81	70	35	30	0	0	0	0
The school informs me about my child's progress	52	45	59	51	3	3	0	0
My child is making enough progress at this school	64	55	47	47	3	3	0	0
The teaching is good at this school	75	65	38	33	1	1	0	0
The school helps me to support my child's learning	77	66	38	33	1	1	0	0
The school helps my child to have a healthy lifestyle	82	71	33	28	1	1	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)	70	60	32	28	1	1	0	0
The school meets my child's particular needs	64	55	44	38	4	3	0	0
The school deals effectively with unacceptable behaviour	57	49	50	43	3	3	0	0
The school takes account of my suggestions and concerns	52	45	52	45	4	3	0	0
The school is led and managed effectively	62	53	47	41	2	2	0	0
Overall, I am happy with my child's experience at this school	81	70	34	29	1	1	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 November 2009

Dear Children

Inspection of Locks Heath Infant School, Southampton SO31 9NZ

Thank you for telling us about your school when we visited for the inspection. We greatly enjoyed talking to you and watching your lessons. We think you are very lucky to go to such an outstanding school. Your teachers make lessons really interesting and teach you exactly what you need to learn next. As a result you are making excellent progress. You behave very, very well and you have an excellent understanding of how to keep healthy and safe. Well done!

Your headteacher and staff want to carry on making things even better. We know you do too, because you already do such good work to help ' for example on the school council, as play leaders and as eco warriors. We agree with the headteacher and staff that the outside areas the youngest children can use for play should be improved. We have asked them to:

- make sure that all the areas outside classes 1, 2, 3 and 4 are big enough for you to jump around in
- make sure that teachers say in their planning how to get children learning outdoors. If you are in one of those classes you can help by trying out some of the new things the teachers put outside for you to do.

Keep up the good work!

Yours sincerely

Deborah Zachary

Lead inspector

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