

# Peel Common Infant School and Nursery Unit

Inspection report

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<b>Unique Reference Number</b>	116173
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338749
<b>Inspection dates</b>	12–13 January 2010
<b>Reporting inspector</b>	David Curtis

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Brown
<b>Headteacher</b>	Annie Woolland
<b>Date of previous school inspection</b>	31 January 2007
<b>School address</b>	The Drive Rowner Gosport PO13 0QD
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## Introduction

This inspection was carried out by three additional inspectors. Seventy per cent of the inspection looked at pupils' learning, including the 14 lessons observed. All teachers were observed teaching their own class. Meetings were held with the senior leadership team, the Early Years Foundation Stage team, members of the governing body and the school council. Inspectors observed the school's work, and looked at the school improvement plan, minutes of meetings held by the governing body, notes of visits by the school improvement partner, documents relating to safeguarding and the results of the 26 questionnaires returned by parents. Inspectors also took account of the summary of the 70 returns of a parents and carers questionnaire sent out by the school in November 2009.

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

- how effectively provision and leadership and management have sustained the recent and significant improvement in pupils' attainment
- pupils' attainment and progress in information and communication technology
- the quality of the national and international dimensions of community cohesion and its impact on pupils' cultural development.

## Information about the school

This Infant and Nursery school is slightly smaller than average. Provision in the Early Years Foundation Stage is in the Nursery and in two Reception classes. The majority of children attend the Nursery either for the morning or afternoon sessions. A few attend full-time. Most pupils are White British. Nearly 30% of pupils have one or more parents or carers serving in the armed forces, including those serving in Afghanistan. The proportion of pupils who have special educational needs and/or disabilities is above the national average. Most of these pupils have specific learning difficulties or behavioural, social and emotional difficulties.

**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. The most striking feature is how in the last two years the school has raised pupils' attainment from a previous trend where it was average to now securely above average. There are three key factors behind this success. The first is the determination and vision of the headteacher and senior leadership team to embrace change, through seeking support and in-service training from outside consultants and the local authority, in order to raise attainment and improve the quality of teaching and learning. As a result of very effective support and training, the school has revitalised its curriculum and improved the quality of teaching and learning so that it is consistently good. A very strong feature of teaching and learning is the way pupils receive very good feedback on their learning from teachers. In addition, pupils are encouraged to assess their own work and from this to set their own targets for improvement in both literacy and numeracy. Pupils enjoy setting such targets but the opportunity to do this is not available in all classes.

The second factor in the school's success is the way staff use the new curriculum to motivate and engage all pupils, with the result that all groups of pupils make good progress in their learning. In the 2009 teacher assessments for pupils in Year 2 all groups in the school outperformed similar groups nationally. The curriculum is planned so that each new topic begins with a 'hook' and has a clearly defined outcome. For example, Year 2 had an unannounced visit from 'Little Red Riding Hood' as the 'hook' in which she was seeking help to increase the number of people 'buying her books'. Following pupils writing and illustrating their stories, the outcome in six weeks time will be a 'book launch' to which parents are invited where 'the authors' will be signing copies of their books.

The third key factor is the school's outstanding partnerships with parents and carers, including the very strong focus on 'Home Learning'. Parents and carers are expected to contribute to their children's learning through attending presentations at the end of a topic and through commenting each term on their children's records of achievement. In addition, projects, such as the building of lighthouses or vehicles are expected to be undertaken at home in order to encourage greater parental and carer involvement.

Children settle quickly, happily and confidently in the Nursery and as a result of effective provision in the Early Years Foundation Stage make good progress in their learning. This confidence is very evident in Years 1 and 2 where pupils show very positive attitudes to learning, especially in working independently. They have an excellent understanding of the importance of keeping safe and of healthy lifestyles. They have very good relationships with each other. There are strengths in pupils' spiritual, moral and social development. However, while pupils have a good understanding of life in their own

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community, their understanding of life in the wider national and international communities is underdeveloped. This is linked to the school and governing body lacking a sufficiently detailed plan to fully promote these aspects of community cohesion.

The senior leadership team is reflective, evaluative and very analytical of the school's performance and is willing to amend and refine practice in order to further improve pupils' attainment. Currently, while the governing body fulfil their statutory duties effectively and provide good support to the school, they do not have a clear strategy for monitoring and evaluating the success or otherwise of the new initiatives being introduced by the school. Based on its track record of success in raising pupils' attainment and the determination not to rest on its laurels, the school has good capacity to improve further.

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

- Improve pupils' understanding of their next steps in learning by ensuring all teachers are consistent in expecting all pupils to set their own improvement targets in literacy and numeracy when they assess their own learning.
- Improve pupils' understanding of the diversity of life in the United Kingdom and the wider world by implementing a clear action plan to show how the school will develop the national and international dimensions of community cohesion.
- Develop a clear programme for the governing body to review regularly and systematically the impact of initiatives to improve the provision and outcomes for pupils.

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

**2**

Pupils enjoy their lessons and work hard. They work particularly well independently, for example in Year 2 when finding the answers to mathematical problems. Paired work is a particular strength and pupils are sensible and articulate when they talk to each other, especially when they assess each other's work. Pupils work exceptionally well together in groups, including role play activities. In Year 2, a group of five pupils negotiated who would play the parts in the story of 'Little Red Riding Hood' and then spent 30 minutes totally engrossed and absorbed in acting the story and refining their performance with no adult intervention. Similarly in Year 1, in their current work on 'castles', pupils enjoyed role play, especially in locking the 'princess in the tower' because she had 'eaten all the biscuits'. Eventually she was rescued by her 'prince'. Pupils work successfully, both individually and in pairs, when using information and communication technology which contributes to their good progress. In Year 1, pupils use a programme successfully to reinforce their understanding of key vocabulary linked to 'castles' and to apply their 'click and drag' skills to 'build a castle'. In Year 2, pupils successfully combine text, pictures and sound to make short but effective multi-media presentations.

All groups of pupils make good progress, including those who have special educational needs and/or disabilities and those whose parents and carers are in the armed forces. The key factor behind all pupils making good progress is that teachers and teaching

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assistants match work accurately to the needs of all pupils so that they are challenged and extended in their learning.

Behaviour is good in lessons and around the school and, at times, is exemplary in lessons. Pupils take their roles and responsibilities seriously whether as class monitors or as monitors for the 'quiet area' or 'friendship' in the playground. Strengths in key skills, including speaking and listening, mean that pupils are prepared successfully for their transfer to junior school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

There are significant strengths in the teaching of key skills. A strong feature of lessons is the quality of questioning by teachers and the very effective teaching assistants in developing pupils' thinking and enquiry skills. This is particularly evident in mathematics and contributes successfully to pupils' confidence in explaining their mathematical thinking. Planning is a strength, with work matched carefully to individual needs. A noticeable feature of good teaching is that pupils are given clear guidance as to what they need to do in order to be successful in lessons. Marking is good, with strengths in

<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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teachers giving pupils individual feedback on how well they are doing and what they need to do next. Just occasionally, lesson introductions are too long which leads to restlessness because pupils are keen to get on with their tasks. Tracking of pupils' progress is good, with potential underachievement identified quickly and intervention programmes put in place successfully.

The curriculum is successful in meeting the needs of all learners and in promoting the use of key literacy, numeracy and information and communication technology skills in other subjects. There is a good range of visits to museums and places of interest which are used successfully for the 'hook' for topics, such as a visit to a motor museum which led to impressive work in literacy, numeracy, art, and design and technology. The number of clubs and extra-curricular activities is satisfactory, although a number of parents wish that there were more.

Pupils who have special educational needs and/or disabilities are supported effectively. Their individual education plans are good and the school works effectively with parents and carers and, when necessary, outside agencies to support pupils' needs. The support for pupils who have behavioural difficulties is good. Parents and carers feel that their children are safe and secure in school. The school's arrangements for safeguarding pupils are applied rigorously and diligently. It provides very effective support and care for pupils whose parents and carers are in the armed forces.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher leads, most successfully, a very strong staff team who are committed to school improvement and to the academic and personal development of each pupil. It is the willingness of the team to embrace in-service training, to visit other schools and to question and evaluate their own practice which underpins the school's drive and ambition. Subject leaders are very involved in the monitoring of teaching and learning in their subjects and in the tracking and assessment of pupils' progress, including in information and communication technology.

The headteacher and staff, including the administration staff, are rigorous in implementing the requirements for safeguarding pupils and for child protection. The school complies fully with all statutory requirements. Governors take their role in these areas seriously and fulfil their duties fully. There is no discrimination in the school and the school promotes equality of opportunity successfully, with the result that all groups

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of pupils make good progress.

Staff and governors are very effective in promoting the local dimension of community cohesion, with the result that links within the local community are used effectively to engage parents and support pupils' learning. However, the school does not focus strongly enough on developing national and international links in order to broaden pupils' understanding of life beyond their own community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with attainment which is below expectations for their age, especially in early communication, language and literacy skills. All children make good progress in their learning and most work within expected levels in all areas of learning by the time they start Year 1. In the Nursery and Reception classes, children enjoy learning. They are happy, secure and confident. In both settings, there are good examples of children showing good levels of independent learning and sustained concentration, for example when using computers. Children enjoy playing together and they cooperate well, including in role play. Behaviour is good.

Teachers, teaching assistants and nursery staff ensure that children play a full part in all the activities on offer. There are strengths in the teaching of key skills, especially letters and sounds. Children who have special educational needs and/or disabilities are supported effectively, including support from outside agencies. On occasions, teachers do not fully address the needs of individuals, for example when expecting children to sound out every word they need to write, rather than providing key words to encourage



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writing.

Effective leadership and management ensure that the welfare of children is paramount. Good use is made of resources, including the outdoor areas. There are good systems in place to monitor and assess children's progress, especially in letters and sounds and in key computer skills.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The majority of parents are fully supportive of the school and its work. As one parent wrote, 'I believe this school gives my daughter everything she needs to become an intelligent, well-behaved individual'. Most of the written comments were made by parents of children in the Nursery and are positive. 'My son loves going to the Nursery and he always comes home having learnt something new whether it is about numbers, rhymes or the world we live in', reflects parents' views of the Nursery. The inspection team found no evidence to suggest that the school does not manage pupils' behaviour effectively. The inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school without identifying any individual.

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

Ofsted invited all the registered parents and carers of pupils registered at Peel Common Infant School and Nursery Unit 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 26 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	15	58	11	42	0	0	0	0
The school keeps my child safe	16	62	10	38	0	0	0	0
The school informs me about my child's progress	15	58	10	38	1	4	0	0
My child is making enough progress at this school	12	46	11	42	1	4	1	4
The teaching is good at this school	14	54	11	42	1	4	0	0
The school helps me to support my child's learning	14	54	10	38	1	4	0	0
The school helps my child to have a healthy lifestyle	9	35	17	65	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)	11	42	12	46	0	0	2	8
The school meets my child's particular needs	12	46	13	50	0	0	0	0
The school deals effectively with unacceptable behaviour	9	35	13	50	3	12	1	4
The school takes account of my suggestions and concerns	7	27	18	69	1	4	0	0
The school is led and managed effectively	12	46	11	42	2	8	1	4
Overall, I am happy with my child's experience at this school	15	58	10	38	1	4	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.**



14 January 2010

Dear Pupils

Inspection of Peel Common Infant School and Nursery Unit, Gosport PO13 0QD

Thank you very much for the very warm and friendly welcome you gave to my colleagues and me when your school was inspected. In particular, I would like to thank the school council for giving up part of their lunch break to meet my colleagues. I am delighted to tell you that you go to a good school. These are some of the things that are especially good about your school:

- you enjoy school, work hard in your lessons and make good progress in your learning
- your behaviour is good
- in lessons you work well on your own when you need to, as well as in pairs and groups
- you really enjoy the topics you study, including the work you do on them at home
- all the adults in the school care for you extremely well
- those who lead and manage your school expect you to work hard and behave well so that you can be successful learners.

In order to make your school even better, I have asked your headteacher, teachers and governors to:

- make sure that all of you can set your own targets to improve your skills in literacy and numeracy
- help you understand more about what it is like to live in other parts of the United Kingdom and in the world
- make sure that the school governors check for themselves that all the new and exciting things you learn help to improve your work.

Yours sincerely

David Curtis

Lead Inspector

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