

# Clarendon Infants' School

## Inspection report

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<b>Unique Reference Number</b>	126493
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340990
<b>Inspection dates</b>	9–10 June 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>	Primary
<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>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Burgess
<b>Headteacher</b>	Anthea Turner
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Ordnance Road Tidworth SP9 7QD
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons taught by nine teachers were observed. In addition, children were observed working in the nursery with all staff. Inspectors met informally with parents after school. They met the chair of the governing body and talked to pupils in the playground and in lessons. Inspectors observed the school's work, including looking at the school improvement plan, the raising achievement plan, reports of visits by the school improvement partner and documentation relating to the safeguarding of pupils. Ninety-three parent and carer questionnaires were analysed, together with those returned by members of staff.

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

- the impact of the 'Partners in Learning' programme on raising pupils' attainment
- the impact of setting pupils by ability for literacy and numeracy in Year 2 on raising attainment, especially for pupils of average and above-average ability
- the teaching of communication, language and literacy in the Early Years Foundation Stage and its impact on raising attainment, especially in writing across the school.

## Information about the school

This is a larger than average infant school. In the Early Years Foundation Stage children attend the nursery either for the morning or afternoon sessions. In addition, there are three Reception classes. Most pupils are White British. Eighty per cent of pupils come from families where a parent or carer serves in the armed forces, including those currently serving in or recently returned from Afghanistan. The number of pupils who join or leave the school other than at the usual time is high. Of the 90 pupils in Year 2, 59 started the school in Reception. Currently, the proportion of pupils with special educational needs and/or disabilities is above the national average. The majority of such pupils have speech, language and communication difficulties. However, the proportion varies significantly from year to year and, at times, during the school year because of the high levels of pupil mobility.

**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

The school has made significant improvement since its last inspection. The decision to join the 'Partners in Learning' programme, where it is linked with an outstanding school in the same local authority, has proved to be beneficial and highly effective, most noticeably in improving teaching and learning, and raising attainment, especially in writing. Staff embrace change and take part enthusiastically in many in-service training opportunities in order to raise their levels of expertise and improve the quality of provision for pupils. As a result, pupils' achievement is good and the majority of groups make good progress in learning, although for boys, progress in writing is satisfactory. Staff have a detailed knowledge of and a strong commitment to meeting the needs of pupils from the armed forces, especially those who move to and from other schools quite frequently. Teachers and teaching assistants are highly skilled in meeting the needs of pupils with special educational needs and/or disabilities which results in their good progress. Parents and carers value the support given to children. The quality of assessment of pupils' learning has improved significantly and staff have a detailed picture of the performance of individuals. Potential underachievement is identified at an early stage and effective intervention programmes put in place to help pupils catch up. Through effective in-service training, the teaching of communication, language and literacy in the Early Years Foundation Stage has improved, especially in the teaching of letters and sounds. As a result, children's interest in and enthusiasm for writing is much more evident. This, together with a much stronger emphasis on promoting writing in Years 1 and 2 leads to rapidly improving attainment. In Year 2 the teaching of literacy and numeracy by ability groups is effective, especially in increasing the proportion of pupils achieving the higher levels in the end-of-year formal assessments. In addition, this has raised attainment from low to broadly average.

The headteacher, supported by the deputy headteacher, leads a very strong team who work together successfully to meet pupils' needs. They have identified priorities, although these appear in three different documents and, currently, the school does not focus sufficiently on measuring the impact of initiatives on outcomes for pupils. The track record of improvement, especially in moving the school from satisfactory to good, together with staff having a very clear vision of where further improvement is necessary, demonstrates the school's good capacity for future improvement.

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

- Ensure that there are clear measurable targets to evaluate the impact of initiatives on pupils' attainment and progress.

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- Improve boys' progress in writing from satisfactory to good by:
  - engaging them consistently in understanding and using their literacy goals
  - giving them very clear guidance as to what they are expected to achieve by the end of lessons.

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

Pupils enjoy school. In lessons they work hard and show good levels of independence, for example in guided reading where pupils work on their own to complete comprehension activities. They enjoy using the laptop computers and show confidence in logging on and finding the program they are expected to use. In Year 2 pupils made good progress through the use of a mathematics programme to improve their measuring skills from using centimetres to using centimetres and millimetres. Pupils enjoy the many opportunities to talk in pairs about their work and come up with ideas to feed back to their teacher, for example the definition of 'seaweed' in a lesson on the use of a glossary, linked to the current 'Seaside' theme. Pupils thrive in small groups and when working with adult support. In Year 1 pupils' use of vocabulary was extended considerably through high-quality questioning in a lesson exploring the texture and tastes of a wide range of fruits.

Behaviour is good in lessons, around the school and at lunchtimes. Just occasionally a few boys become over-excited, but adult intervention is swift and they are soon back on task. Attendance is satisfactory. The school authorises absence for pupils when parents and carers return from serving abroad, especially in Afghanistan, and such times do not fit in with school holidays. Across the school there are many examples of posters made by pupils to inform their peers of the importance of good hygiene after using the toilets and promoting eco awareness in reminding them to turn off lights. Pupils enjoy taking part in physical activity and their lunch boxes usually contain fruit, yoghurt and healthy drinks. The school council is very active in improving the outdoor environment for fellow pupils and wildlife. An impressive feature is that the school council writes policies for physical education and personal, social and health education. Through assemblies on the theme of 'Belonging to a Community', pupils develop a good awareness of how others live. They particularly enjoy the links with a school in Mozambique. The singing of 'A Keelie' accompanied by pupils playing African drums was delightful.

*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>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers are skilled at adapting the curriculum to meet the needs of pupils, especially through the use of themes linking subjects and incorporating the use of information and communication technology in many lessons. In most lessons teachers share the learning intention with pupils and what they expect pupils to achieve by the end, although this is more consistent in Year 2. In many lessons pupils assess their own work and tell teachers how well they think they have done. Questioning by teachers and teaching assistants in lessons is effective in challenging pupils to think and in extending their vocabulary. There are good levels of challenge, for example in asking Year 2 pupils to find 'three quarters of three litres'. In Year 2 planning within each of the literacy and numeracy sets is good because it recognises that within each set there is still a range of differing abilities. Teaching assistants play a very strong role in supporting pupils with special educational needs and/or disabilities, especially in high-quality questioning and the use of intervention programmes. Most pupils know and understand their goals for literacy and numeracy, although these are not used consistently to support boys' writing.

The school is very effective in its care, guidance and support for all pupils. For those with special educational needs and/or disabilities, the school ensures that they make good progress in learning and in their personal, social and emotional development. It works closely with a wide range of external agencies to support pupils with specific needs, such as speech therapists and the educational psychologist. Transition arrangements from the Nursery to Reception are effective and there is a smooth transition to the junior school. Pupils in Year 2 enjoy receiving booklets written by pupils

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in Year 3 in the junior school on what life is like there.

*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 sense of togetherness and teamwork is an integral part of the school's success and improvement. The headteacher leads a team who are clearly committed to school improvement. Self-evaluation is accurate and subject leaders are clear about the strengths and areas for improvement in their subjects. Currently, the school has a strategic plan, a school improvement plan and a raising achievement plan. All three are focussed strongly on improving provision for pupils, although there are, at times, too many priorities and the school loses the focus on knowing whether or not it has been successful in measuring the impact of such priorities on outcomes for pupils. While there is a frequent turnover in the membership of the governing body because of the same factors impacting on pupil mobility, members do challenge the school over its performance and there are strengths in ensuring that the school complies fully with all safeguarding requirements.

The school promotes equality of opportunity successfully and there is no discrimination in the school. It is particularly effective in monitoring the progress of individuals and the rapid inclusion of pupils who join during the course of the school year. The school promotes community cohesion effectively, including excellent links with a school in Mozambique. Pupils from different backgrounds get on exceptionally well with each other both in lessons and at playtimes.

*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>2</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 that is well below expectations for their age across all six areas of learning. Although they make good progress in their learning, attainment by the time they start Year 1 is below average. Children enjoy their time in the Nursery and Reception classes and are happy, secure and confident. In Reception they develop a very good understanding of the importance of keeping safe in school. Children show confidence in working and playing independently, in pairs and in groups.

Teachers and teaching assistants work as effective teams in the Nursery and Reception classes. There are strengths in the teaching of key skills in communication, language and literacy and in problem solving, reasoning and numeracy, which contribute to children's good progress, especially in learning letters and sounds and key number facts. Relationships are good between children and adults. Staff compensate effectively for the physical constraints of the site, which restrict the free flow of activities between indoors and outdoors.

Assessment has improved since the last inspection, especially in tracking the progress of individual children through their 'Learning Journeys'. However, the assessment programme does not readily give an immediate picture of the performance of the year group as a whole. Partnerships with parents and carers are good.

*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 and carers are very supportive of the school. In written comments parents were appreciative of the support given to those who have children with special educational needs and/or disabilities, and the way the school welcomes new



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pupils, especially those who join during the course of the school year. Inspectors found no evidence to substantiate a few concerns about bullying. Other individual concerns were shared with 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 Clarendon 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 269 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	53	40	43	3	3	0	0
The school keeps my child safe	48	52	44	47	0	0	1	1
The school informs me about my child's progress	41	44	49	53	3	3	0	0
My child is making enough progress at this school	38	41	50	54	4	4	0	0
The teaching is good at this school	50	54	41	44	1	1	0	0
The school helps me to support my child's learning	42	45	49	53	2	2	0	0
The school helps my child to have a healthy lifestyle	34	37	58	62	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)	33	35	49	53	2	2	0	0
The school meets my child's particular needs	39	42	48	52	5	5	0	0
The school deals effectively with unacceptable behaviour	34	37	45	48	7	8	1	1
The school takes account of my suggestions and concerns	32	34	52	56	3	3	2	2
The school is led and managed effectively	38	41	51	55	0	0	1	1
Overall, I am happy with my child's experience at this school	46	49	43	46	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



11 June 2010

Dear Pupils

Inspection of Clarendon Infant School, Tidworth, SP9 7QD

Thank you so much for the very warm and friendly welcome you gave to my colleagues and me when we visited your school. We enjoyed meeting many of you, especially those who were so keen to show us their work. I am pleased to tell you that you go to a good school. These are some of the things that are particularly good:

- you enjoy being at school and work hard in lessons so that you make good progress in your learning
- your behaviour is good and you get on well with each other and your teachers and teaching assistants
- most of you enjoy telling your teachers how well you think you have done at the end of lessons
- the school is very good at supporting those of you who move from other schools, especially during the school year
- you enjoy learning about other communities, especially your friends in Mozambique. I thought your singing of 'A Keelie' was delightful.

To make your school even better, we have asked your headteacher, teachers and the governing body to:

- make sure that they know when they have met the goals they set for the school, rather like you know when you have met your goals in literacy and numeracy
- help the boys to improve their progress in writing.

I know you will continue to enjoy school and work hard.

Yours sincerely

David Curtis

Lead Inspector

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