

College Park Infant School

Inspection report

Unique Reference Number	116188
Local Authority	Portsmouth
Inspection number	363848
Inspection dates	23–24 May 2011
Reporting inspector	Mick Pye

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	360
Appropriate authority	The governing body
Chair	Rosemary Craddock
Headteacher	Debra Anderson
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons, two one-to-one intervention sessions and visited five other lessons. A total of 16 teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, pupils and staff. The inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation, and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by staff and those from 262 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does the curriculum, including that in the Early Years Foundation Stage, meet the needs of the different pupil groups, particularly boys in writing?
- The impact of leadership and management at all levels in improving outcomes for pupils, and in developing the school's work regarding community cohesion.
- Is the school's high self-evaluation of pupils' personal development and the quality of teaching is accurate?

Information about the school

Pupils in this larger-than-average infant school come from a predominantly White British background. The next largest minority ethnic group are pupils from an Asian or Asian British-Bangladeshi heritage. The number of pupils for whom English is an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is just above average, and the number with a statement of special educational needs is as expected nationally. The main groups consist of pupils with moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is just above average, and increasing. The Early Years Foundation Stage provision is provided in four Reception classes. The school is part of the 'North Island Community Improvement Partnership' (NICIP) which comprises 22 local schools working together with other agencies to meet the Extended Schools and Every Child Matters agendas. The school holds the national Activemark and Eco- School awards.

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

The school provides an outstanding education for its pupils. Underpinning all school actions are the senior leadership's extremely high expectations and a continuing emphasis on school improvement. The excellent leadership of the headteacher, supported by the highly effective governing body and senior leadership team, has established a very challenging learning environment where attainment is consistently high. The school's judgement on the personal development of pupils is accurate; it is outstanding. For example, pupils have an excellent understanding of how to stay safe and apply their knowledge to the internet as well as when using the school's swimming pool. One parent summed up the views of many when writing, that this is, 'an excellent school that makes a huge effort to keep learning interesting and fun'. The pupils' spiritual, moral, social and cultural development is outstanding. For example, they reflect on personal and social issues and their learning during lessons, and are highly committed to their 'partner' charity for the blind. The excellent behaviour of pupils undoubtedly contributes to their outstanding progress.

The outstanding curriculum manifestly meets the different needs of the pupils, and provides them with a very wide range of memorable experiences. A parent wrote that, 'My child comes home daily with something new and wonderful that she has learnt. A friendly, inspirational school.'

Children get off to the best of starts in the outstanding Early Years Foundation Stage. Attainment by the end of Year 2 has been high for the past four years. Given their starting points, this constitutes outstanding progress for pupils, including those with special educational needs and/or disabilities. Boys' attainment in writing, while above average, was below that of girls. As a result of school actions, including a rigorous tracking of their progress, the gap closed in 2010, and the number of higher grades for boys was above that of girls.

The monitoring of teaching and learning is being used as a highly effective strategy for making improvements. Outstanding teaching delivers challenging lessons where learning is made fun through the use of a wide variety of approaches including games and problem-solving activities. Assessment is accurate and helps teachers to consistently plan lessons that challenge pupils of different abilities. Targets for pupils to work towards are regularly set and referred to by teachers in lessons. Past observations revealed that the pupils were not very motivated by the target system. Typically, for this school, a new strategy was introduced based around the pupils 'collecting' target cards that get progressively more challenging but simultaneously allow them to complete a set of cartoon figures. Their comments, such as 'They're great', 'Cool' and 'I like getting the targets', reflect the success of the initiative. It also demonstrates the school's commitment to improvement. The pupils are able to concentrate on their work because of the excellent levels of care,

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guidance and support provided by the school. All adults, including learning support assistants and the administrative and caretaking staff, ensure that the pupils are cared for extremely well. The Lunchtime Play and Welfare Manager ensures pupils have a range of activities to keep them occupied during breaks, and contributes significantly to meeting the school mission of 'Children Playing, Improving and Smiling'.

An embedded monitoring programme enables accurate self-assessment to take place. This includes the judgement that community cohesion is good. A thorough audit of provision has taken place, and some good links have been made to a contrasting British school and another in France. The school acknowledges there is more to do to extend these links to further develop the pupils' knowledge of life in contrasting communities.

The rigorous programme of self-evaluation leads to highly accurate development planning. The governing body is fully able to contribute to this because of its excellent programme of monthly focused visits coupled with link governor visits to classes. One class is keeping up-to-date on the foreign travels of 'their' governor through emails and postcards. Such successful initiatives, along with sustained high attainment and progress levels, improvements since the last inspection to teaching and the curriculum, and the excellent use of partnerships, including those with parents and carers, all support an outstanding capacity to further improve the school.

What does the school need to do to improve further?

- Extend the pupils' knowledge and understanding of contrasting communities elsewhere in the United Kingdom and in Europe through building on the existing links with other schools.

Outcomes for individuals and groups of pupils**1**

Pupils' high levels of enjoyment contribute significantly to their outstanding achievement. This was seen in a Year 2 lesson where the pupils worked well in pairs to find 'linked' photographs to give them ideas about writing a 'lost' chapter from 'The Twits'. Their eagerness and excitement was clear as they hurried from one area in the playground to another. Pupils in a Year 1 art lesson showed perseverance and responded well when presented with the challenge of researching patterns from polar, rainforest, tropical and desert regions.

Children enter Reception with skills and knowledge below those expected for their age. By the end of Year 2, they attain high levels in reading, writing and mathematics. Current work in Year 2 confirms high attainment and outstanding progress for pupils. This includes those from all minority ethnic groups and the very few for whom English is an additional language. Pupils known to be eligible for free school meals in 2010 did not do as well as expected nationally. Current data indicate that the gap is no longer significant. Pupils with special educational needs and/or disabilities make similar excellent progress.

There are ample opportunities for pupils to contribute to their community. Awareness of the locality is excellently developed through membership of, for example, the Council of Portsmouth Students (it has been the only infant school in attendance). The work associated with the national awards has been very effective in developing pupils' interests. For example, they actively participate as members of the Green Team, act as school councillors and participate in high numbers in varied health-related activities. Their

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knowledge of how to keep healthy is outstanding. The high levels of basic skills and highly effective Enterprise Weeks, coupled with above average and improving levels of attendance, help ensure that the pupils are exceptionally well prepared for the next stage in their education. Spiritual, moral, social and cultural development is outstanding. Pupils' moral and social development is particularly strong. They relate exceptionally well to each other, show mutual respect, have very strong relationships, and an outstanding understanding of right and wrong. There is a strong emphasis on tolerance and awareness of others. This is reflected in their appreciation of the diverse cultures represented in the school and the wider community.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Pupils benefit from the excellent subject knowledge of teachers who plan lessons that meet very well their different learning needs. A Year 1 English lesson met the problem-solving needs of pupils who eagerly acted as 'word detectives' seeking relevant 'c' sound words. In a Year 1 mathematics lesson, pupils reacted well to the more practical approach of using mirrors to show symmetrical patterns made of blocks. Pupils' outstanding progress results from the consistent challenge presented to them. One pupil said 'This is quite hard, isn't it?' as they worked on a mathematics problem. Questioning challenges pupils very well, although on rare occasions teachers miss further opportunities to dig deep into the levels of pupils' understanding. The use of 'talk partners' is one strategy

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used to help pupils to self-evaluate, but other opportunities such as colour coding their work and traffic lights are consistently provided. Consequently, pupils have a very secure knowledge of how to improve their work. They know their targets and teachers' marking provides opportunities for valuable oral and written feedback.

The very well planned curriculum provides numerous examples of original and challenging 'hooks' at the beginning of topics that engage and stimulate pupils. For example, topics such as 'The Airport', 'Space' and 'Dinosaurs' motivate pupils. They particularly appeal to boys and consequently have contributed exceptionally well to improving boys' writing. Some excellent links between subjects give pupils the opportunity to develop their literacy and numeracy skills. For example, The Great Fire of London provides a prompt for report writing. Themes are exceptionally well used to build knowledge, understanding while motivating, and challenging pupils. They include a multicultural week, a French market day and regular opportunities for minority ethnic parents and carers to share their culture with the pupils. One parent summed up some of the impact of the curriculum, 'Lots of exciting activities make learning fun, a residential which was brilliant at building confidence and lots of whole-school activities which really promotes a community ethos.'

Pupils are safe and secure because excellent systems for care, support and guidance are in place. Very rigorous ongoing assessment ensures that those pupils requiring additional support are quickly identified, whether the need arises from a social, educational, mental or health difficulty. This results in highly targeted interventions being delivered by skilled practitioners. In lessons, these learning support assistants receive some very focused guidance about the learning expectations for their pupils. Consequently, such pupils make progress that is in line with their peers. The school is extremely proactive on behalf of any pupils and families requiring additional support. A very wide range of external agencies help the school lower the barriers to learning for any pupil finding school life difficult. Transition arrangements, whether into or out of the school, or between years, are very impressive.

These are the grades for the quality of provision

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

How effective are leadership and management?

The high ambition and expectations of the headteacher's drive for improvement have been exceptionally well shared with staff and are embedded. High attainment and an outstanding level of teaching are being sustained through a clear and shared focus on monitoring and a challenging level of self-assessment. Continuing professional development for staff is very well linked to school priorities and undoubtedly benefits pupils. For example, literacy training resulted in further challenge for high-attaining pupils

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regarding the impact of using rich descriptive vocabulary when writing. Consequently, the number of pupils gaining the higher levels in writing and particularly reading improved to above average. Partnerships, including those with parents and carers, are outstanding. The NICIP and local cluster of schools benefit pupils extremely well, with Digital Video Discs for parents and carers on phonics (the sounds that letters make) and mathematics having been developed and targeted support for families in place. Parents and carers support the success of these partnerships, writing that the school 'includes parents in their child's learning by inviting them into school to share in the great things the children have learnt', and that they 'have provided workshops on how children learn mathematics which were incredibly helpful'. The governors are highly effective in using their skills and expertise, for example regarding finance, to benefit the school. They challenge the school over a wide range of issues, including the progress of pupil groups. Their effective monitoring helps them to ensure that good safeguarding procedures are in place, policies are reviewed regularly and that necessary child protection training needs are met. The rigorous tracking of pupils' progress enables individual needs to be met. Gaps between the attainment and progress of pupils are no longer an issue. The promotion of equal opportunity is outstanding. The school ensures that all pupils have equal access to extend their experiences, such as attending the city's Mayor Making ceremony. Good community cohesion approaches are in place, with the UK Day giving pupils in each year group the opportunity to learn and share their findings about the four patron saints and their countries. The school realises the need to build upon these foundations so that there are further opportunities for pupils to learn about diversity in Britain and Europe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children's enjoyment and enthusiasm for learning is a key factor in their outstanding progress. One parent wrote, 'Our daughter loves going to school and cannot wait for

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Monday to come round. We asked her what she likes about school and she said, "learning". She sees school as a fun place.' Children enter Reception with levels of knowledge and skills below those expected nationally, particularly in aspects of literacy and communication. Consistently high levels of teaching, coupled with excellent levels of adult support from assistants and teachers, result in outstanding achievement, and the children leave Reception having met their learning goals; a significant proportion exceed them. The children grow in confidence and their personal development is excellent. At the end of one session, the children worked very well together and cleared their tables before swiftly moving back to the carpet. Relationships are extremely positive. Consequently, the children are prepared to engage and give their views. In one session, children eagerly discussed their growing of plants and using phonics for their names. Teachers consistently challenge the children; for example, during a guided reading session, questioning involved all children and provided them with opportunities to talk and build ideas about their book. The children behave exceptionally well in the stimulating learning environment. The curriculum gives excellent opportunities for pupils to make choices, and this helps to meet their various needs exceptionally well. A wide range of resources, including water pipes and funnels, are used very effectively to focus children's attention on purposeful play. Leadership is outstanding, and involves rigorous monitoring, accurate self-assessment and, again, very high expectations. Assessment systems are very secure and successfully involve parents and carers. Partnerships with parents and carers are excellent. They start with a highly effective induction programme, but this extends to an ongoing commitment to involve them in their child's education. A parent confirmed this view when writing that, 'A great amount of support is provided to parents with children starting Reception. This helps the parent to feel confident and allows them to support them with the big change.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The number of completed parent and carer questionnaires received was above that normally expected. All parents and carers who completed the questionnaire are happy with their child's experience at the school. A very few had concerns about behaviour. Inspectors judged behaviour during the inspection to be outstanding. A further few had concerns about how they are kept informed about their child's progress. Inspectors judged reporting procedures and parent and carer meetings to be secure. The overwhelming majority believe that their child enjoys school. All agreed or strongly agreed that the school is led and managed well. Inspectors judged leadership to be outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at College Park 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 262 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	185	71	76	29	1	0	0	0
The school keeps my child safe	206	79	56	21	0	0	0	0
My school informs me about my child's progress	139	53	112	43	7	3	1	0
My child is making enough progress at this school	147	56	108	41	5	2	0	0
The teaching is good at this school	165	63	96	37	0	0	0	0
The school helps me to support my child's learning	161	61	94	36	2	1	0	0
The school helps my child to have a healthy lifestyle	152	58	108	41	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)	129	49	116	44	4	2	0	0
The school meets my child's particular needs	141	54	114	44	5	2	0	0
The school deals effectively with unacceptable behaviour	133	51	109	42	9	3	0	0
The school takes account of my suggestions and concerns	128	49	126	48	3	1	0	0
The school is led and managed effectively	169	65	93	35	0	0	0	0
Overall, I am happy with my child's experience at this school	190	73	72	27	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



25 May 2011

Dear Pupils

Inspection of College Park Infant School, Portsmouth PO2 0LB

You may remember our recent visit to your school. Thank you for the warm welcome you gave us. You were eager to tell us about your school and we listened carefully. We believe yours is an outstanding school. This means that we believe that it does many things very well. For example, the children get off to a very good start in the excellent Reception classes.

Teaching is outstanding and as a result you make excellent progress. Your teachers are very good at planning work that challenges you to think. You can help them by telling them if you feel the work is too easy or too hard for you. The standard of your work by the end of Year 2 is well above that normally expected for pupils of your age. Well done!

You are very well prepared for the next stage in your schooling. We also judged that you have an excellent understanding of how to keep healthy and safe. You obviously enjoy the swimming pool! You make an excellent contribution to the school and local community when working in the Green Team and as School Councillors. The way you get along so well together and respect each other, and the way you are able to think about how you are learning, are excellent.

You told us two other things. You said you have a lot of different things to do in and out of lessons and that the adults care for you very well. We saw this for ourselves. We agree that you have an excellent range of themes to study the Airport topic was obviously a success! We have asked that the school looks at providing even more opportunity for you to find out about schools elsewhere in Britain and also in Europe.

Your headteacher, the governors and the other adults are always looking to improve your school even more. They have already made improvements. Teaching has got better and boys are improving their writing. We believe that their leadership of the school is excellent.

Once again, thank you for your help, and we wish you all the very best for the future.

Yours sincerely

Michael Pye

Lead inspector

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