

# Lee-on-the-Solent Infant School

Elmore Road, Lee-on-the-Solent, PO13 9DY

**Inspection dates** 8–9 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The senior management team provide clear direction for the school. With the full support of the governors, the headteacher has ensured that the quality of teaching is good and improving.
- Pupils from all groups make good progress from their different starting points.
- Pupils are well prepared for the next stage of their education. Their attainment in reading, writing and mathematics has been above the national average in recent years.
- Children make good progress in the Early Years Foundation Stage. Staff members know each child well and work together as a team to provide the children with high-quality teaching.
- The good provision for disabled pupils and those with special educational needs throughout the school is effective, and these pupils make good progress.
- Pupils' behaviour in lessons and throughout the school day is good. This makes a strong contribution to their learning. Pupils enjoy their lessons and are attentive. They engage enthusiastically in the tasks they are given.
- Parents, pupils and staff are very positive about all aspects of the school.
- Governors demonstrate a good understanding of how well the school is performing. They are effective in holding the school's leadership to account for the quality of teaching and the achievement of pupils.

### It is not yet an outstanding school because

- The standards reached in writing are not as high as those achieved in reading and mathematics.
- Although disadvantaged pupils make good progress, their attainment does not consistently match that of other pupils.

## Information about this inspection

- The inspectors observed learning in all nine classes. They saw 20 lessons, of which seven were observed jointly with members of the school’s leadership team.
- Pupils from Year 1 and 2 were heard to read individually.
- Meetings were held with members of the governing body, the special educational needs coordinator, year leaders, the headteacher, the senior leadership team and a representative of the local authority.
- The inspectors held meetings with three groups of pupils. They also talked informally with pupils at breaks and lunchtimes.
- The 112 responses to the online questionnaire, Parent View, were analysed and reported. Inspectors spoke with parents at the beginning and end of the school day. They also took account of the findings of the school’s most recent parental survey.
- Inspectors also considered the 37 responses to the staff questionnaire.
- The inspection team looked at a range of school documents which included the school’s evaluation of its own performance, minutes from governing body meetings, checks on the quality of teaching, plans for improvement and records of pupils’ behaviour and attendance. Safeguarding policies and documents were also scrutinised.

## Inspection team

Mark Anderson, Lead inspector	Additional inspector
Laura Dickson	Additional inspector
Tracy Hailstone-Ahern	Additional inspector

## Full report

### Information about this school

- Lee-on-the-Solent is larger than average-sized infant school and has three classes in each year group. The majority of children in the Reception class attend full time from the start of the year. A small proportion attend part time until the October half term.
- The great majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs is average and represents one in nine pupils.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is average and represents approximately one in eight pupils. Pupil premium provides additional funding for pupils in local authority care and pupils known to be eligible for free school meals.
- There are breakfast and after-school clubs on site. These are managed separately and therefore did not form part of the inspection.
- Pupils leave the school at the end of Year 2 so the government's floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6, do not apply.
- The school is a member of the Bay House Cluster, which consists of six other local primary, junior and secondary schools.
- Most of the pupils transfer to Lee-on-the-Solent Junior School at the end of Year 2.

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

- Further raise achievement so more pupils reach the highest standards in writing, by:
  - ensuring activities in lessons provide more opportunities for pupils in all year groups to develop their writing skills
  - focusing on improving the quality of sentence construction and taking every opportunity to develop and enrich their vocabulary so pupils can express themselves well and with increased confidence.
- Continue to close the gap between the attainment of disadvantaged pupils and other pupils within the school.

## Inspection judgements

### The leadership and management are good

- The headteacher provides determined and focused leadership. She is well supported by the senior management team and the governing body. School leaders are strongly committed to driving the school forward. The headteacher's actions have resulted in improvements in teaching and pupils' achievement. This provides evidence of a strong capacity for ongoing improvement.
- Senior leaders have an accurate understanding of pupils' achievement and a firm grasp on improving the quality of teaching through their knowledge of different forms of assessment and the results these provide. Good use is made of assessment information, staffing and funding to ensure that all pupils make good progress. However, the standards attained in writing are still in need of some improvement.
- The arrangements to check on the effectiveness of teaching and pupils' learning are rigorous. Teachers are fully aware of the high expectations that leaders have of their work in order to help pupils improve.
- Meetings to check specifically on pupils' progress are held each half term. They are attended by all members of staff who teach the pupils, including teaching assistants, and are successful in ensuring accuracy and helping to accelerate pupils' progress.
- Provision for disabled pupils and those who have special educational needs is good. This ensures that they make good progress from their respective starting points.
- The school has implemented its preferred approach to assessment following the removal of National Curriculum levels and works closely with other local schools in ensuring this is effective.
- Pupil premium funding is allocated effectively to support those pupils for whom it is intended. The spending is having a positive impact on eligible pupils' achievement and is closing the gap between disadvantaged pupils and other pupils. There is room for further improvement in this area.
- The school is implementing the new curriculum requirements through well-planned links between subject skills and topics. The school ensures that all learning activities and topics capture the pupils' imagination and interest. The teaching of 'Philosophy for Children' to all classes is a good example of the breadth of the curriculum.
- The primary sport funding is used successfully to broaden sporting opportunities for pupils as well as developing the expertise of staff, using a specialist coach. This has resulted in increased opportunities in activities such as gymnastics and tennis. Consequently, more pupils are taking part in more sporting activities to help them stay healthy and promote their well-being.
- Activities and events, such as Diwali and Chinese New Year assemblies, increase pupils' understanding of different cultures and religions. Social, moral, spiritual and cultural knowledge and understanding are developed well. The school's values instil a strong respect for others, which prepares pupils well for life in modern Britain.
- The school ensures equality of opportunity for all pupils, without any discrimination, in all areas of school life.
- Close relationships have been established with parents through events such as regular 'Stay and Play' sessions. The overwhelming majority of parents consider that Lee-on-the-Solent is well led and managed.
- The school meets all safeguarding and child protection statutory requirements.
- The local authority has provided a low level of monitoring and support. The previous inspection judged the school to be good and annual checks have not raised any concerns. The school makes good use of its links with schools in their cluster and a range of external agencies to validate and improve its provision.

### The governance of the school:

- The members of the governing body provide a range of experience and expertise which they use effectively to strengthen school leadership. They are strongly committed to continued improvement.
- The governing body monitors the leadership and performance of the school, through activities such as visits to classes, looking at pupils' work, analysing achievement data, reviewing policies, receiving reports, and talking to pupils about their experiences at school. They ask challenging questions about the quality of teaching, pupils' progress and the school's actions for improvement.
- Governors have been actively involved in the evaluation of the school's performance and the school plans for improvement. This includes canvassing the views of parents. They check closely on the management of teachers' performance and ensure that decisions about teachers' pay are appropriately linked to pupils' progress.
- Finances are monitored closely. Governors are fully involved in decisions about spending, including the funding for disadvantaged pupils and the school's sports funding. They make sure money is spent appropriately and effectively.

- All safeguarding requirements are met and governors fulfil their statutory duties well, including following safer recruitment procedures when appointing new staff.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils are polite, well-mannered and willing to help each other. They are extremely welcoming to visitors and are very proud to be at Lee-on-the-Solent Infant School. There are very positive relationships between pupils and adults.
- Pupils demonstrate positive attitudes to learning in their lessons. They behave well in the classroom, during assemblies and at lunchtimes. They play very well together during break times. During the inspection, pupils' movement around the school was calm and orderly.
- Reception children are happy and secure in their well-organised and -resourced classrooms. They know the school's routines well, enjoy the activities provided and quickly follow the requests of staff. These positive foundations are built on successfully in Key Stage 1.
- Pupils have a clear understanding of the difference between right and wrong. Expectations of good behaviour are high across the school and staff manage behaviour well. Staff regularly model appropriate responses or behaviour when opportunities arise.
- Attendance has been consistent in recent years, but only just above the national average. Pupils arrive at school on time and there are few late arrivals to lessons.
- In lessons, pupils are enthusiastic and want to learn. Pupils' consistently good behaviour ensures that lessons are not disrupted and time is not wasted. Most pupils sustain their concentration in lessons. They listen closely to questions and explanations, and are keen to volunteer answers and ideas.
- All parents who responded to Parent View or spoke to the inspectors agree that their children are happy and looked after well and that pupils are well behaved. Pupils also say that their classmates' behaviour is good.

### **Safety**

- The school's work to keep pupils safe and secure is good. The school site is secure and access to it is strictly regulated and controlled. Staff and parents are positive about pupils' safety and well-being in school. Pupils say that the grown-ups take good care of them during the school day.
- Pupils feel safe and know who to go to if they have a problem or are anxious or unhappy. The school's records confirm that instances of bullying are very rare.
- Pupils demonstrate a sensible and age-appropriate understanding of everyday risks and dangers. They know some of the steps they can take to keep themselves safe, including when they use the internet.
- At break times, pupils of all ages are well supervised and any incidents or minor injuries are accurately recorded and dealt with immediately. The school ensures that risk assessments and all safeguarding procedures are in place and conform to statutory requirements.

## **The quality of teaching** is good

- Pupils make good progress because the teaching of reading and mathematics is of a high quality. The teaching of writing has not been as strong in the past but is improving. These findings are confirmed by observations made in lessons, work in pupils' books and the school's own records of pupils' progress.
- Teachers know their pupils well and are knowledgeable about individuals' strengths and weaknesses. They give clear and well-prepared explanations and introductions. They also show pupils how to do things and set good examples. All this helps to ensure that pupils understand what to do when they move on to work on their own. Teachers have high expectations and manage pupils' behaviour effectively so little time is lost during lessons.
- Lessons capture the pupils' interest and enthusiasm. This engagement was observed during lessons in which pupils were working hard to stop heavy rain flooding their 'Dinosaur Island' and, as police officers, were investigating the theft of the Three Bears' porridge.
- Teachers' planning builds on what pupils know already and work is adapted to pupils' varying abilities. Work for the different groups, including the most able pupils, involves an appropriate level of challenge.
- The senior staff provide good examples of what is expected of teachers and ensure that good practice is disseminated through regular observations and constructive feedback. They have developed plans to bring about regular improvements in reading, writing and mathematics.

- Pupils who have special educational needs are well supported. The 'Woodland Room' and the skilled staff provide high-quality care and nurture. This facility enables these pupils to make similar progress to their peers and is helping to close gaps in their levels of attainment.
- The teaching of reading is effective throughout all year groups. The opening of the new library has further developed the pupils' enjoyment of reading and opportunities to widen their range of texts and authors.
- The teaching of phonics has been improved through more frequent lessons, staff training, a better match of work to pupils' abilities and regular assessment. These actions have resulted in an improvement in the proportion of pupils on course to achieve the expected and higher levels in reading and writing.
- Teaching assistants are highly skilled and contribute strongly towards pupils' progress. They also work successfully with pupils who are disabled or have special educational needs to improve identified weaknesses in English and mathematics.
- The daily 'Early Literacy Sessions' are taught by experienced teaching assistants and provide valuable support for pupils who are in danger of falling behind.
- The quality of marking and feedback given to pupils is good overall. The school's policy of 'Think Pink and Purple Polish' is very effective and applied well by the pupils. Homework is used to extend and reinforce the learning pupils do at school.

### **The achievement of pupils** is good

- The majority of children start in the Reception class with skills and knowledge that are typical for their age. However, the skills of some children are weaker in reading and writing. Good teaching enables them to learn quickly and make good progress.
- The proportion of children in the Reception year who achieved a good level of development in 2013 and 2014 was above the national average.
- At the end of Key Stage 1, pupils' attainment in reading and mathematics has been consistently above the national average over the past three years. Writing has not achieved the same high standards as reading and mathematics. The proportion of pupils attaining the higher level at the end of Year 2 was above the national average.
- The progress seen in lessons, together with work in books from the current and previous year, confirms that almost all pupils make good progress. Previous gaps between the attainment of boys and girls have been addressed. Boys and girls achieve equally well in reading, writing and mathematics.
- The school's work to raise the attainment of disadvantaged pupils is increasingly effective. The gap between their achievement and that of their peers has narrowed in recent years, although there is still some way to go in order to close the gap in all subjects. In Year 2 the attainment gap was approximately a term and a half in mathematics. The gap was roughly a term in reading and writing.
- When compared to the national average, disadvantaged pupils at Lee-on-the-Solent do better in all subjects, but there is still room for further improvement.
- The progress of disabled pupils and those who have special educational needs is similar to that of other pupils. This is because these pupils receive appropriately targeted support that provides for their specific learning needs.
- Achievement of the most able pupils is good. The percentage of Year 2 pupils reaching the higher levels has been consistently above the national average in recent years. These pupils' progress is evident in the challenging work seen in lessons. For example, in a phonics session the most able pupils were observed identifying the different words in which the 'sh' sound could be heard. These included quite testing words, such as 'official'.

### **The early years provision** is good

- Almost all children make good progress in the early years. The proportion reaching a good level of development was above the national average in 2014. Three quarters reached the expected level of development in reading and writing, and an even higher proportion did so in mathematics. Children are well prepared to move into Key Stage 1.
- The early years leader has a clear understanding of the strengths and areas for improvement in this key stage. Staff in the three Reception classes work closely together and share high expectations for planning and teaching. Teachers keep a close check on the accuracy of their assessments of how well the children are doing.
- The school has developed close relationships with parents and other early years settings prior to the

children starting school. This means that the children settle quickly and develop positive attitudes to school and to learning. Parents are pleased with their children's education and feel well informed about how their children are doing.

- Teaching is good. Staff make good use of the resources available to organise interesting activities. They demonstrate high expectations and establish warm relationships with all the children. Staff know individual children well and adapt learning to their specific needs. Children's learning is planned well and it is assessed, recorded and tracked accurately.
- The setting has established clear routines and children learn happily together and behave well. Some children, especially the most able, are able to concentrate and persevere for extended periods because they enjoy the challenges provided for them.
- Children enjoy a wide range of creative learning activities and cooperate well together. However, the opportunities for outdoor learning are often restricted by the weather as the covered areas are limited.
- Adults make good use of every opportunity to talk with children, building their confidence and encouraging them to extend their learning. They use questions and discussions effectively to explore children's understanding and move their learning forward.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116180
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	448785

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

<b>Type of school</b>	Primary
<b>School category</b>	Infant
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Lowe
<b>Headteacher</b>	<b>Allyson</b> George
<b>Date of previous school inspection</b>	29–30 June 2010
<b>Telephone number</b>	02392 551767
<b>Fax number</b>	02392 553800
<b>Email address</b>	headteacher@lee-on-the-solent-inf.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

