

Lee-on-the-Solent Infant School

Inspection report

Unique Reference Number	116180
Local Authority	Hampshire
Inspection number	290448
Inspection dates	10–11 July 2007
Reporting inspector	John Collins

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 on roll	
School	263
Appropriate authority	The governing body
Chair	Mrs J Cochrane
Headteacher	Mrs R Corner
Date of previous school inspection	15 October 2001
School address	Elmore Road Lee-on-the-Solent PO13 9DY
Telephone number	023 92551767
Fax number	023 92553800

Age group	4-7
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This larger than average infant school has recently expanded to become a three-form entry school with an increasing number of children starting at times other than usual. Almost all the pupils are of White British background and attend local pre-schools before starting full-time education. Most children enter school with average or below average attainment. The proportion of pupils with learning difficulties and special educational needs is broadly average. The numbers of pupils eligible for free school meals is well below average. The extended provision includes a breakfast club and after school clubs. The school achieved Investors in People for the second time in 2005 and Enhanced Healthy Schools status in 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. At its heart lie the excellent care, guidance and support it provides for all pupils. The outcome of this is seen in their outstanding personal development and well-being. This is very much appreciated by parents who are very strongly supportive of the school and are delighted by the progress their children make. One parent wrote 'I would recommend this school to anyone', whilst another said, 'this school is an incredible place where children love to learn'. Pupils themselves echoed these sentiments saying they felt safe and secure and enjoyed their learning because it was fun. The outstanding curriculum provides a wealth of experiences that extends their learning beyond the classroom very effectively.

Pupils make good progress, particularly in their language and mathematical development where their starting points are lower than in other areas of learning on entry to the reception classes. In the Foundation Stage children benefit greatly from a stimulating and very well planned curriculum so that by the start of Year 1 they have achieved the learning goals in most areas, although standards in language and mathematics remain below average. By the end of Year 2 standards overall are average. This indicates good progress given their low starting point and the increasing numbers of pupils starting school at times other than normal.

A significant factor in this good achievement is pupils' outstanding personal development. A considerable contribution comes also through the very strong links established with parents and the local community. Many parents wrote how much their children love to learn. Attendance is average. Policies for promoting attendance are good but could be improved by more rigorous procedures to check on the first day of absence. Relationships in school are excellent and pupils are keen to learn. Their behaviour is very good both in and out of lessons. Pupils are confident and have high self-esteem which contributes strongly to their overall sense of being valued and cared for.

Leadership and management are good with the contribution of the headteacher and the leadership team being outstanding. Along with an increasingly effective governing body they provide a secure basis to take the school forward. Together they provide a good capacity for further improvement. The leadership team makes very good use of the information from its excellent tracking and assessment systems to carefully target support where it is needed. Current targets in the new school improvement plan are appropriate to move the school forward but at present are not sufficiently focused on evaluating their impact on standards and achievement.

What the school should do to improve further

- Make school improvement targets more specific by linking them to expected gains in pupils' learning.
- Introduce procedures to monitor attendance more closely on the first day of absence.

Achievement and standards

Grade: 2

Achievement is good. Most children start school with skills well below those expected, with an increasing number of children needing extra support in speech, language, and mathematical development. The majority of children make good progress in the Foundation Stage because the curriculum is very relevant to their needs and teaching is consistently good. On entering

Year 1, most pupils have met or exceeded the expected levels in some areas of learning but their language and mathematical development is still below average. Pupils continue to make good progress in Years 1 and 2 and attain standards at the expected levels for their age in writing and mathematics. Reading standards are above average. The proportion of more able pupils achieving the higher than expected levels was average, an improvement on last year. However, their standards in mathematics are below those in reading and writing. The consistent focus on speaking and listening skills from the Foundation Stage onwards shows in pupils' confident responses in question and answer sessions. Pupils' with learning difficulties and disabilities, and those with special educational needs, also make good progress towards their identified targets due to carefully planned and well targeted extra support.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Many parents wrote how much their children love to learn. Behaviour is exceptionally good and pupils' responses in lessons are notable for their independence and eagerness to take on responsibility. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils make an excellent contribution to their own and the wider community through their interest in local issues such as litter and parking problems. They show a high level of understanding of citizenship and are being very well prepared for life in our multicultural society. Their moral and social development shows in their concerns over charity and environmental issues, for example showing enthusiasm for recycling and composting waste. They celebrate other cultures in art and religious education and their excellent response in assembly indicates their strong spiritual awareness.

Awareness about health and safety is exceptional. Pupils fully understand what is meant by a healthy lifestyle, for example by eating a varied diet and following rules about water and road safety. Pupils work exceptionally well in groups and readily take responsibility for their own learning. By Year 2 they speak confidently and happily about moving to junior school. Members of the school council are justifiably proud of their role in helping to run the school. They act as impressive ambassadors for their school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teaching is lively and resources such as interactive whiteboards are used well to make learning interesting. Pupils want to learn because they are very well motivated. They respond eagerly and enjoy answering questions because of the excellent relationships they have with their teachers and other adults. Pupils speak of enjoying their lessons because teachers make them 'fun'. Most lessons are conducted at pace with good use made of short, sharp whole-group sessions in which teachers are very skilled at questioning. This provides opportunities for pupils to express their views and ideas and develop their confidence and self-esteem. In a very few lessons introductions are too long, the pace drops and this limits the time available for pupils to practise and improve their skills. Lessons are very well planned and ensure that pupils build on what they have already learnt. Teaching assistants make a significant contribution to lessons and support pupils of all abilities well. They give particularly good support to pupils with learning difficulties and as a result these pupils are fully included and make equally good progress.

Curriculum and other activities

Grade: 1

Pupils enjoy an outstanding curriculum which is considerably enhanced by a very wide range of high-quality experiences of visitors and visits. These make a strong contribution to both their personal and academic development. It is well matched to the needs of all pupils including those with learning difficulties and disabilities and those with special educational needs. Subjects are linked well. The use of literacy and numeracy skills in other subject areas is very good, and opportunities for the use of computer skills to support learning are being extended. In Reception classes curricular planning is very good. A wide variety of stimulating activities enables children to explore and investigate new ideas. Children take part in a good balance of both inside and outside activities. Parents and pupils are very appreciative of the wide-range of clubs and activities that make a significant contribution to extending pupils' learning experiences. These are very well attended and pupils themselves have contributed by, for example, learning the Makaton signing system.

The curriculum supports pupils' personal development very well, leading to a positive atmosphere where children are valued, well-motivated and committed to their learning. For example, children in Year 2 took part in role-play activities when beginning their study of the Great Fire of London. They then identified a range of ways in which they themselves wanted to extend it beyond the topic planned by the school. Pupils' understanding of different cultures is very well supported by the school's inter-cultural week where art-forms from Africa, Indonesia and India were celebrated alongside British traditions.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. All aspects are very well planned and monitored. All requirements for safeguarding are met and the school pays close attention to health and safety through regular risk assessments. The school's advanced healthy schools status illustrates the exceptionally quality of that aspect of provision. Good opportunities are provided through well planned personal, social and health education lessons that help pupils to understand their own feelings and those of others. Supervision at all times is very good and pupils say they feel safe. The school makes very good use of outside agencies to support vulnerable pupils. Experienced and well-trained teaching assistants provide very good, effectively targeted support for pupils with learning difficulties and disabilities. Their provision is managed very well as is that for gifted and talented pupils. Pupils achieve well because of the exceptional good use of data to set targets and track progress. The staff provide excellent role models and clear guidance on how to be a valuable member of the school and wider community. Strong links with the local junior school through a very effective 'buddy system' with Year 3 pupils prepares them well for their future education.

Leadership and management

Grade: 2

Leadership and management are good and have led to an outstanding curriculum and personal development, and good achievement. One parent said, 'If this was a private school I would be happy to pay for him to be here!' The school is very well led by the headteacher. She has successfully built a strong senior management team that has a clear vision for the future

development of the school. Their evaluation of its strengths and weaknesses is accurate and they have led the school in developing its curriculum to match the needs of pupils by developing a Child Initiated Learning programme. This has already had some notable success in supporting pupils' personal development through raising their self-esteem and confidence. Resources are used very effectively to support learning. The new three year school improvement plan is good and provides a secure basis for future improvement. However it does not presently clearly relate its areas for development to evaluating the impact on raising standards and achievement.

The governing body is supportive of the school and is building a clearer understanding of its strengths and weaknesses after a recent period of change. They ask relevant and pertinent questions, and are developing their role successfully as a critical friend. Parents are fully included in their children's education and their views valued. The school involves other agencies very effectively in its work and this contributes well to both pupils' academic and personal development.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 July 2007

Dear Children

Inspection of Lee-on-the-Solent Infant School, Lee-on-the-Solent, PO13 9DY

Thank you for making us so welcome when we came to visit your school. You helped us a lot by talking to us and showing us your work. The school council and others told us how much you enjoy coming to school. We agree with them that your teachers are good and help to plan exciting and 'fun' lessons. We were very impressed by your excellent behaviour and how hard you worked.

Here are some other things we think your school does well.

- Your headteacher, the other teachers and the governors are doing a good job in leading and managing the school.
- You are doing better than you did before in reading, writing and mathematics.
- We agree with you that your teachers and all the other adults take very good care of you.

These are some things we think they could do even better.

- Make sure the things they are planning to do help you to get even better in reading, writing and mathematics.
- Find ways of making attendance better than it is now.

You can help them by continuing to work hard and enjoy your time at school. Remember to ask your teachers if you have a problem, we are sure they will help you to become even better than you are now.

Good luck in the future to you all.

John Collins

Lead inspector