

# Purbrook Infant School

## Inspection report

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<b>Unique Reference Number</b>	115937
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357847
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Keith Sadler

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Ilias
<b>Headteacher</b>	Lucinda Clements
<b>Date of previous school inspection</b>	30 March 2011
<b>School address</b>	Aldermoor Road East Waterlooville Purbrook PO7 5NQ
<b>Telephone number</b>	02392610761
<b>Fax number</b>	02392611880
<b>Email address</b>	admin@purbrook-inf.hants.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 20 lessons led by 15 different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and from 104 parents and carers were analysed and their responses taken into account.

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

- How well pupils progress in writing in Years 1 and 2.
- Whether current Year 2 pupils are on track to reach their targets and to review whether these are sufficiently challenging.
- Whether inconsistencies in teaching are slowing learning across the school.
- The contribution that subject leaders make to the school's monitoring and evaluation procedures.

## Information about the school

Purbrook Infant is an average-sized and oversubscribed school that shares a site with Purbrook Junior School in a residential area to the north of Portsmouth. About half the pupils live close to the school, although an increasing number come from the surrounding area. Almost all the pupils are of White British heritage and none are at an early stage of learning English. The proportion known to be eligible for free school meals is about half the national average. The proportion of pupils identified as having special educational needs and/or disabilities is also about half the national average. The school has an after-school club that is managed by the governing body. This provision is included in this report. The school has gained a number of awards including the Artsmark (Gold) and Healthy School status.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Purbrook Infants provides a satisfactory standard of education. It is an improving school with a strong and united ambition to strengthen pupils' progress and learning. Robust and determined leadership by senior staff is having a positive impact on provision. Teaching, the curriculum and the care, guidance and support provided for pupils have all been strengthened since the previous inspection and are now good. The improvements are due to the clear vision for improvement which is articulated clearly and has been embraced by the staff. The school strategic plan is sharply focused on the important priorities of overcoming some past underachievement, particularly in Year 1, in writing and mathematics. These good improvements in provision, when linked to accurate and thorough monitoring and evaluation procedures, demonstrate the school's good capacity for sustaining further improvement.

In the past the overall quality of teaching has been severely hampered by a high turnover of staff which has led to inconsistencies across the school. This is not now the case because staffing turbulence has reduced. As a result, the whole school priority to improve teaching has been successful and teaching has improved significantly in this school year. In consequence, the learning in many lessons is currently good. However, progress over time, although improving, remains satisfactory due to the catching up that many pupils have had to make in order to overcome some slow progress in the past. Satisfactory achievement is exemplified by the fact that children's skills and abilities on entry into the Reception year are broadly at expected levels and attainment at the end of Year 2 is average. Changes in the teaching arrangements for literacy are now in place in Year 2 and these pupils are on track to attain their challenging targets. The programme to support the learning of the most able pupils in writing is well founded because these pupils have underachieved in the past with few pupils gaining the higher level at the end of Year 2. In addition, pupils' skills and knowledge in the area of shape, space and measures are relatively weaker than their calculation skills and this limits overall attainment in mathematics. Provision is good in the Early Years Foundation Stage and children progress well, particularly in their personal and mathematical skills. However, learning is hampered because the outdoor learning space is much too small and this limits the opportunities available for children to play and learn across all the required areas in the outdoor space.

The school has an excellent relationship with parents and carers and this makes a significant contribution to pupils' personal and academic development. Parents and carers are overwhelmingly supportive of the school and many commented on how pleased they are to have selected the school for their children. This is particularly the case for the many parents and carers who live outside the school's normal catchment area. Pupils are good ambassadors for the school and they thoroughly enjoy learning. Pupils' good behaviour is a strength. Pupils are eager to take on responsibilities and the school council gives pupils a good voice in school life. They develop a good understanding of adopting healthy

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lifestyles and this is reflected in the gaining of the Healthy School award. Pupils' good social skills are developed well by staff who have good relationships with the pupils and who work hard to ensure that they are happy. Pupils especially enjoy practical aspects to lessons and the many opportunities that teachers provide for them to work in pairs and small groups.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

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

- Further accelerate progress in writing and mathematics by:
  - ensuring that the number of higher ability pupils attaining the higher level in writing and mathematics is increased
  - developing all pupils' skills in the area of mathematical shape, space and measure.
- In order to enhance children's learning opportunities in all aspects of the curriculum, extend the space provided for outdoor learning in the Early Years Foundation Stage.

## Outcomes for individuals and groups of pupils

**3**

In most lessons, pupils show good levels of concentration and they learn well. Reviews of pupils' work and the school's data show that progress is good in reading. In mathematics and writing, however, although learning is accelerating, too many of the current Year 2 pupils made slow progress in Year 1. Nonetheless, inspection findings confirm the school's evaluations that progress has strengthened. Even so, few pupils are on course to attain the higher level. Current good progress from lower starting points was demonstrated in a good literacy lesson in which lower ability Year 2 pupils were writing persuasive letters to attempt to ensure continuing supplies of fruit and milk to the school from the school's supplier. Because the teacher had provided an excellent context to the learning which led to a clear purpose for writing, the pupils responded well. They quickly identified the key features required for the genre and produced well-organised and conceived letters. Pupils with special educational needs and/or disabilities make consistently satisfactory progress because of the well-targeted support they receive from additional adults.

Pupils' progress is enhanced by the positive attitudes to learning engendered by all staff and the ethos of the school. This is reflected in the above-average levels of attendance. Pupils expressed high confidence levels in their safety. They say, 'Our teachers are kind and we know they will help if we feel sad.' They are suitably prepared for their move to the junior school and their future lives.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

The quality of teaching has improved significantly since the previous inspection and particularly in the last year. Lessons are planned well to meet the pupils' wide-ranging needs and the content is invariably interesting so that pupils remain engaged. Teachers know their pupils well and are therefore able to focus on their individual needs. Good assessment strategies are employed to help pupils focus on their learning and for them to become independent learners. This is especially the case in literacy. This was evident for some higher ability pupils in Year 2 when they were creating a list of tips for keeping healthy. Here the teacher was skilled in drawing a list of key ideas from the pupils. She used these well to enliven the teaching by building on the pupils' own ideas. The teacher then asked the pupils to check how well they had done against the success criteria that they had created.

The curriculum is of good quality. It is broad and balanced and has been amended well to meet the needs of the pupils. It is enriched well. During the week of the inspection, for example, staff had organised one of the many whole school activity weeks. This was based on healthy living and care for the environment. The week involved a wide range of visitors providing interesting and stimulating inputs which were then successfully developed by school staff. The curriculum for literacy and numeracy has been subject to particular improvements and this is starting to have a positive impact on pupils' attainment. The school's programme for the arts, particularly music, is good and this is

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recognised by the school gaining the gold Artsmark award. Although literacy and information and communication technology are linked well to other subjects, numeracy is less well embedded across the curriculum.

Many parents and carers commented positively on the good arrangements in place to ensure that pupils are cared for and supported well with almost all saying that the school keeps their children safe. In addition, a few parents and carers commented on how they appreciate the care provided for their children in the after-school club. This provision is well managed and pupils thoroughly enjoy these sessions that provide well for them. Good-quality care, guidance and support provide the bedrock of the pupils' strong personal development. Pupils are known well to staff and they say that adults help them when they have difficulties. There are prompt and effective support programmes for any pupils whose circumstances make them vulnerable. There have been good improvements in guidance given to pupils in the setting of targets which is aiding learning.

*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 marked improvement in leadership and management has been a key to the improved provision that is starting to accelerate pupils' learning. More rigour and structure have been brought to the school's management systems. For example, meetings to review each individual pupil's progress have been introduced and there are robust systems for tracking pupils' progress. The staff work closely with the headteacher and those with subject responsibilities make a good contribution to the effective self-evaluation arrangements. The staff's commitment and enthusiasm ensure that the staff support school improvement well. Equal opportunities are promoted well and discrimination of any kind is not tolerated, with staff working hard to ensure that all pupils have access to all the school has to offer. Community cohesion is promoted well and the school successfully ensures that the pupils develop into caring citizens. There are good and close links with the local community and the curriculum provides pupils with an awareness of national and global contexts. This is enriched by focused sessions such as the 'Round the World' week.

Staff and the governing body, working in close partnership with the parents and carers, have been successful in creating a close and supportive community which benefits pupils' education and welfare. The governing body supports the school well and brings expertise to the school in important areas such as health and safety. Good attention is paid to ensuring that pupils are safeguarded and all regulations and recommended effective practice, for child protection and staff vetting procedures, are met. Members of the

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governing body are involved in checking provision. This enables them to fulfil their role in both supporting and challenging the school's drive to secure further improvement.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

In the past, children's progress fluctuated and has usually been no better than satisfactory. This has now changed. Progress is good in most areas of learning and children end the year prepared well for Year 1, with most achieving the goals set for the end of the Early Years Foundation Stage. This is particularly the case for children's personal and social skills and also their mathematical skills which are very well developed. This improvement is because provision as a whole is good, with good teaching and a rich curriculum that is coordinated by good leadership and management. Many parents and carers commented on how quickly and well their children settle on entry into the school. This is because the staff work closely as a team and they place an appropriately strong priority on the children's welfare. This results in the children feeling safe and secure. Good ongoing assessments of children's learning are recorded and these are used well to plan activities tailored to the needs of individuals. Learning opportunities, both indoors and outdoors, are well planned with a good balance of activities led by adults and those that the children initiate for themselves. However, even though the outdoor area is used well and all areas of learning are planned for, the space is much too small for such a large unit and this limits the children's opportunities for using the outdoor space as much as they would like.

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*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

Almost all parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school and are supportive. They are unanimous in saying that teaching is good. In addition, parents and carers are also unanimous in saying that the school helps them to support their children's learning. This reflects the outstanding partnership that the school enjoys with its parent and carers. Many parents commented on how well they are enabled to support their children at home due to guidance from the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Purbrook 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	62	38	37	2	2	0	0
The school keeps my child safe	71	68	32	31	1	1	0	0
My school informs me about my child's progress	50	48	51	49	2	2	0	0
My child is making enough progress at this school	55	53	45	43	3	3	0	0
The teaching is good at this school	58	56	44	42	0	0	0	0
The school helps me to support my child's learning	56	54	48	46	0	0	0	0
The school helps my child to have a healthy lifestyle	53	51	49	47	1	1	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)	43	41	45	43	1	1	0	0
The school meets my child's particular needs	47	45	54	52	2	2	0	0
The school deals effectively with unacceptable behaviour	40	38	55	53	3	3	0	0
The school takes account of my suggestions and concerns	42	40	55	53	1	1	0	0
The school is led and managed effectively	45	43	55	53	1	1	0	0
Overall, I am happy with my child's experience at this school	60	58	43	41	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><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 pupils' 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.**



4 April 2011

Dear Pupils

**Inspection of Purbrook Infant School, Waterlooville PO7 5NQ**

I am writing to thank you for your help when we came to visit your school and also to tell you what we found. We enjoyed our visit and we were pleased to see how you enjoy school. It was really pleasing to see how you were enjoying your 'Me and My Marvellous World' week. We also enjoyed watching some of your visitors!

Yours is a satisfactory school, which means that some things are done well and other things could be improved. You told us that you feel safe in school. You have positive attitudes that help you in your learning. You have a good understanding about being healthy. Your teachers work hard to make lessons interesting for you, and lots of lessons are good. You are making more progress now, although your learning is satisfactory overall. You told us that you enjoy lessons and being with your friends. These things help to make sure that you enjoy learning. The staff look after you well and take good care of you.

We have asked your headteacher and staff to take some action to make sure that improvements continue. We want your progress in learning to be quicker so that you attain higher standards at the end of Year 2. This is particularly true in writing. In mathematics we want your teachers to make sure that you learn more about shapes, space and measures. We have also asked that the outdoor play and learning space for children in the Reception unit is made much bigger so that the staff can allow more children to enjoy the activities that are planned for them outdoors. We know that almost all of you enjoy school and learning and we hope that you continue to do so for the rest of your time in school.

Yours sincerely

Keith Sadler

Lead inspector

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