

Leesland Church of England Controlled Infant School

Whitworth Road, Gosport, Hampshire PO12 3NL

Inspection dates

31 October–1 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, associate headteacher, senior leaders and governors have a very clear vision for the school, with Christian values at the heart of this.
- There have been many improvements since the last inspection which have led to better outcomes for pupils across the school.
- All staff and governors understand the vital part they play in safeguarding. As a result, pupils are kept safe through the care and vigilance of the staff.
- Children in early years, including those who are disadvantaged, make strong progress from their starting points.
- Most teachers deliver engaging lessons which meet pupils' needs well. Leaders are now working to make this consistent across the school.
- Staff are often ambitious for the most able pupils, helping them to succeed. On occasion, work is not challenging enough to ensure that these pupils achieve as well as possible.
- The curriculum is broad and balanced. Pupils visit places of interest in the local area to bring their learning to life.
- The governing body has developed significantly since the last inspection. Governors have a clear understanding of the work of the school and more often challenge leaders effectively.
- Pupils are respectful and generally behave well. They are kind to each other and work well together.
- Most leaders have a precise understanding of any weaknesses in the school and put in place effective plans to tackle these. Some middle leaders are being supported to have a greater impact
- Parents and carers are overwhelmingly supportive of the school and pleased by the nurture and education their children receive. One parent said: 'I am proud that my children come to this school. There is so much passion here.'

Full report

What does the school need to do to improve further?

- Ensure that all teaching practice matches the best in the school.
- Routinely provide sufficiently challenging work for the most able pupils, so that they achieve as well as possible.
- Further develop middle leaders so that teaching outcomes continue to improve.
- Embed the recent developments in governance, ensuring continued rigour and challenge.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and associate headteacher work closely together to drive developments across the school. They are well supported by other very effective senior leaders.
- The headteacher is determined that the pupils of Leesland School will all achieve well, despite any challenges that they might face. This strong ambition for pupils permeates the whole staff team.
- The associate headteacher has a very detailed understanding of every child. This means that she can precisely target every child's areas for development and hold staff to account for addressing these.
- The performance management of staff is effective. Leaders monitor learning and teaching thoroughly and plan effective training and support where developments are needed.
- Middle leaders are developing in their roles. Some use their expertise to coach staff to improve and share best practice. Some others are not yet having the same impact on the quality of teaching.
- The curriculum is well planned. Pupils are enthused about their learning. They were keen to discuss their learning at the school and on visits. They spoke positively about their homework.
- The school's Christian ethos and values of love, grace and respect are embedded in all areas of school life. There are very good relationships between staff and pupils, who all show care towards each other and for their school.
- Leaders have made very good use of funding for disadvantaged pupils. This is used to address any barriers to achievement. As a result, disadvantaged pupils achieve as well as other pupils in most areas of the curriculum.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress and are well supported. The special educational needs coordinator leads this area of provision with drive and determination for these pupils.
- Parents value the support that the school offers to their child and the whole family. The vast majority of parents are very positive about the quality of education, care and support their child is receiving.

Governance of the school

- Since the last inspection, governors have made dramatic changes to the work of the governing body. Following effective support from the local authority, governors now have clearly identified roles and responsibilities. This means that they have developed a much deeper and more accurate picture of the school. They now challenge leaders more frequently, although this work is not fully embedded.
- Governors are ambitious for the school and its pupils. They are clear in their aim to

support the school to ensure that pupils thrive and achieve well.

- Governors are highly committed to the school and are developing in knowledge and confidence. As they have increased their understanding of the issues facing the school, they have appointed new governors with the relevant skills to support future development.
- Governors ensure that they are up to date. They attend training provided by the local authority and join school training sessions to ensure that they understand the latest requirements.
- They are deeply committed to the safeguarding of pupils. They approach this with a clear understanding of the importance of this work and the vital role that they play in this.
- Governors oversee the robust performance management of the staff and that of the executive headteacher.
- Governors fulfil their statutory duties well. They ensure best value through the careful consideration of spending, including effective use of the pupil premium and the physical education and sport premium.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff and governors are totally committed to ensuring that pupils are safeguarded well. Record-keeping is accurate and detailed, and leaders ensure that staff are checked for their suitability to work with children.
- From the time that they enter the school, pupils are kept safe. There are rigorous procedures to ensure this in all areas of school life. Pupils are taught how to keep themselves safe in the school, at home and online.
- The school works very closely with other agencies to keep children safe, challenging these agencies if necessary, so that pupils receive the best possible care.

Quality of teaching, learning and assessment

Good

- Teachers plan carefully to meet the needs of different groups of pupils. They use their good subject knowledge to plan careful progression through the stages of learning. On a few occasions, work is not challenging enough for the most able.
- The use of key tasks to check pupils' understanding means that most pupils can move on swiftly while those who find a concept harder to grasp are supported well by the teacher's 'carpet club'.
- In mathematics, teachers plan for pupils to develop and practise fluency in their number skills. There are helpful opportunities for reasoning to help pupils explain their ideas. Staff are skilful at questioning pupils, to be sure that they have a clear understanding of what they have learned.
- The quality of the teaching of phonics and reading is good. Pupils are taught effectively the skills they need to develop into fluent readers. Pupils read with care, applying their

skills successfully to help them tackle unfamiliar texts.

- Teachers plan engaging lessons to enthuse pupils in their learning. Almost all teachers have very high expectations for behaviour during lessons, which means that learning time is used well.
- Pupils' work shows that they apply their knowledge of phonics to their writing in other subjects. Pupils' strong progress in spelling, handwriting and grammar can be seen in work in different subjects since the start of this school year.
- When pupils find new learning hard, teachers are skilled at reshaping tasks to make them accessible. They use questioning well to identify where pupils need support. This helps pupils to make good progress.
- Support staff work well in partnership with teachers to ensure that pupils who find work harder catch up. Their high expectations, coupled with clear direction and positive attitudes, support these pupils to achieve success.
- The school's strategy to develop pupils' questioning, respect and resilience means that in lessons pupils are happy to offer their answers and to comment on the views of others. This approach allows staff to develop pupils' understanding. In addition, it allows pupils to rehearse their ideas before applying them in their work, further building confidence.
- Pupils who have SEN and/or disabilities make good progress from their starting points, due to the inclusive and ambitious culture in the school. Staff support these pupils using well-chosen resources. Where necessary, precisely tailored individual support is provided to help these pupils succeed.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are positive, polite and respectful to others. They are enthusiastic about learning in class and were very excited about their planned trips to a museum, previous learning on different countries and clubs on offer after school. They are positive about learning and enjoy coming to the school.
- The school is caring and inclusive. Pupils respect each other's differences. They told inspectors that bullying is not tolerated by pupils or staff. All pupils could identify an adult to talk to if they were worried or upset.
- The school's work to develop pupils' resilience has been effective. One pupil explained: 'I love maths – we have really tricky questions.'
- Pupils are very reflective and value the views and opinions of others. They are kind and friendly to each other and value these qualities in their school. This is a particular strength of the school, and is a reflection of the close ties with the Church and the school's Christian values.

Behaviour

- The behaviour of pupils is good. Pupils are polite and respectful towards others.
- Conduct around the school is good, with pupils moving sensibly around the school and playing energetically but safely on the playground.
- In lessons, most pupils behave well at all times. However, when lessons are less engaging, sometimes pupils can become distracted.
- Leaders are committed to managing the needs of those pupils who find it hard to behave well. They work closely with families to offer support, using expertise from the local authority successfully to address these needs.
- Overall attendance is in line with national averages. Staff work tirelessly to try to improve the attendance of those who have been persistently absent in the past and this figure is now improving.

Outcomes for pupils

Good

- Pupils at the school now make better progress in reading, writing and mathematics compared with when the school was last inspected. Pupils' work in books shows that they acquire knowledge quickly and apply it well.
- Many pupils join the school with starting points below those typical for their age. They make strong progress during the early years foundation stage. Disadvantaged pupils make particularly good progress in early years, because the school works so closely with families.
- Pupils' attainment is generally in line with national averages. Where there is fluctuation, this is a reflection of the starting points and needs of the cohort.
- Teachers encourage pupils to build their skills well over time. They provide inspiring tasks which motivate pupils to read, write and apply mathematics skills so that they make good progress.
- The most able pupils make strong progress when teaching is well matched to their needs. However, this is not consistent across the school.
- Lower-attaining pupils make good progress, as their needs are catered for and support is precisely targeted to ensure barriers are overcome.
- The percentage of pupils who achieved the expected standard in the Year 1 phonics check was below the national average in 2018. However, pupils who did not meet the expected standard are on track to catch up, due to good teaching. Evidence of these pupils' application of phonics skills can be seen in their writing across a range of subjects. By the end of key stage 1, a very high percentage of pupils reach the required standard in phonics. This means that nearly all pupils are ready for the next stage of reading and writing when they move to the junior school.
- Leaders have created an assessment system which allows teachers to check pupils' progress in detail. Teachers and support staff then use carefully crafted interventions to make sure that progress for each child does not falter.

Early years provision

Good

- The early years leader leads this area with passion and skill. She has a deep understanding of children's development and current research. Through careful analysis, leaders have developed detailed plans which meet the needs of all children.
- Many children start the school with skills and knowledge below that which is typical for their age. By the end of the Reception Year, the proportion of children reaching a good level of development is above the national figure. This represents very good progress.
- Disadvantaged children make particularly strong progress, due to the clear focus of the staff and carefully planned use of the early years pupil premium funding.
- The outdoor provision is a particular strength. This exciting and varied area provides a wealth of carefully structured activities which engage all children well. When they move to the outside area, children hurry to choose their task and settle to this with sustained concentration. Staff use this area skilfully to develop children's independence and confidence.
- Staff provide a range of well-planned activities to develop children's knowledge and skills, particularly in English and mathematics. They inspire children to learn through exciting events such as developing their writing with a staff member dressed as a popular book character. However, not all staff are as explicit and incisive in their teaching as the very best teachers.

Children are very well cared for in the early years. The staff pride themselves on developing very good relationships with children and their families from the first few weeks in school. These trusting relationships benefit children and enable parents to support their children's learning out of the school.

- Children feel happy and are safe in the early years. They are taught how to be safe and they feel safe. Staff safeguard children well.

School details

Unique reference number	116335
Local authority	Hampshire
Inspection number	10053025

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Peter Metcalf
Headteacher	Claire Wilson (Executive Headteacher), Ros Wigley (Associate Headteacher)
Telephone number	02392 583872
Website	www.leeslandschools-fed.co.uk
Email address	infantadminoffice@leeslandschools-fed.co.uk
Date of previous inspection	24–25 May 2016

Information about this school

- The school is federated with Leesland Church of England Controlled Junior School. The last section 48 inspection was in September 2016. Both schools share an executive headteacher and there is a single governing body. The executive headteacher is supported in the infant school by an associate headteacher.
- Leesland Infant School is a larger-than-average-sized infant school. There are three classes in each year group, including Reception.
- The proportion of pupils who had SEN and/or disabilities last year was above the national average for 2017.
- The proportion of pupils eligible for the pupil premium last year was above the national average for 2017.

Information about this inspection

- Inspectors observed learning in all classes. In many observations, inspectors were accompanied by senior leaders.
- Meetings were held with the executive headteacher, associate headteacher and other leaders.
- The lead inspector held meetings with the chair of governors and other members of the governing body.
- Inspectors listened to pupils read, looked at pupils' work in books and discussed pupils' progress and learning with leaders.
- Inspectors met with pupils in Reception, Year 1 and Year 2 and spoke to pupils in classes and on the playground during breaktime. They also considered the 41 responses to the online pupil survey.
- Inspectors took account of the views of parents through discussions before school, 57 responses to Ofsted's online survey Parent View, and 25 free-text responses.
- The views of staff were gathered through discussions and reviewing 35 responses to the staff survey.
- Inspectors checked a range of documents and records relating to safeguarding, behaviour, attendance, the school's evaluation of its own performance and the school's development plans.

Inspection team

Linda Appleby, lead inspector	Ofsted Inspector
James Munt	Ofsted Inspector
Alison Ashcroft	Ofsted Inspector

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