

Fordingbridge Infant School

Pennys Lane, Fordingbridge, Hampshire SP6 1HJ

Inspection dates

29 to 30 January 2019

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	Outstanding

Summary of key findings for parents and pupils

This is a good school

- After a decline in achievement, particularly among boys in recent years, the executive headteacher, who took up her post in October, has worked with her leadership team to secure strong teaching, learning and assessment.
- Leaders, including governors, ensure that the school is a learning community where relationships are rooted in mutual respect.
- Governors, also reorganised in October, provide challenge and support in equal measure. Governors' work complements the school's improvement priorities effectively.
- Pupils attain well at the end of key stage 1 in reading, writing and mathematics. They are well prepared for study in key stage 2.
- Teachers know pupils well and plan carefully sequenced lessons to extend pupils' skills, knowledge and understanding in reading, writing and mathematics.
- Pupils behave well, both in class and throughout the school. They are kind, welcoming and supportive of each other.
- Pupils' spiritual, moral, social and cultural development is effective. As a result, pupils are confident and well-prepared for the next stages of education.
- There is a strong culture of safeguarding.
- Pupils with special educational needs and/or disabilities (SEND) receive highly effective support tailored to meet their needs. As a result, these pupils make good progress.
- Leaders and governors use the pupil premium funding well. Consequently, disadvantaged pupils make good progress.
- Leadership of early years is effective. Staff engage children well in learning about the world around them. Consequently, children develop effective language and communication skills.
- Pupils enjoy physical education (PE). They make rapid progress in the development of their physical coordination through a range of well-considered sporting activities.
- Pupils develop strong knowledge and skills in many areas of the curriculum such as music. Staff ensure that pupils are confident to perform music in front of an audience.
- Some pupils in Year 1 do not understand well enough the link between letters and the sounds they represent.
- Pupils do not make as strong progress in some subjects in the wider curriculum, such as history and geography, as they do in English and mathematics.

Full report

What does the school need to do to improve further?

- Further embed the teaching and learning of phonics so that:
 - pupils in Year 1 are secure in their understanding of letters and the sounds they represent
 - a larger proportion of Year 1 pupils meet the expected standard in the phonics screening check.
- Develop teaching and learning in history and geography so that pupils develop strong subject knowledge, skills and understanding.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher's commitment and dedication to ensuring that effective and engaging teaching and learning is shared by every member of staff. Since her appointment, the executive headteacher, together with her leadership team, is improving the quality of teaching, learning and assessment at Fordingbridge Infant School.
- The executive headteacher and her leadership team have an accurate view of the quality of teaching, learning and assessment. Through monitoring and reviews of the quality of education, they have established appropriate support and training for teachers and teaching assistants and are bringing improvements swiftly and appropriately.
- Leadership of English and mathematics is strong. Through collaboration with English and mathematics leads at Fordingbridge Junior School, the school's leaders have established effective curriculums that meet the needs of all pupils. Senior leaders enable English and mathematics leaders to monitor the quality of provision in their subject areas effectively. Consequently, leaders identify areas for improvement swiftly and embed support and pertinent training.
- Although pupils develop strong skills, knowledge and understanding of the meanings conveyed in texts by the end of Year 2, pupils in Year 1 do not develop consistently strong phonics skills. Leaders have acknowledged this and implemented changes to the teaching and learning of phonics.
- Leaders use the pupil premium funding to provide tailored support so that disadvantaged pupils can make strong progress. Leaders have a bespoke, child-centred focus, whereby social and emotional, as well as academic, support is provided to pupils.
- Leaders ensure that pupils with SEND have equal access to the curriculum through well-structured, highly effective support. Pupils with SEND thrive at the school. They develop their language and communications skills alongside knowledge and understanding of subjects across the curriculum very well.
- Boys have historically not achieved as well as girls in many areas of the curriculum. Leaders have prioritised boys' underperformance in their school development plan. As a result, leaders regularly monitor and review boys' progress in reading and writing. Currently, boys' progress is improving as a result.
- Funding to promote PE and sport is spent wisely. Consequently, pupils benefit from a rich PE curriculum that develops their overall physical fitness.
- Leaders ensure that pupils develop a strong understanding of the importance of British values. For example, pupils are tolerant and inclusive of each other's differences. They practise free speech throughout the curriculum and engage in democracy through elections to the school council.
- Although the curriculum is broad and balanced, some subjects are not as well developed as others. Pupils do not develop knowledge, skills and understanding in history and geography as well as they do in English and mathematics. Here too,

through close collaboration with Fordingbridge Junior School, subject leaders are strengthening the school's work in history and geography.

Governance of the school

- Governance has undergone a number of recent changes to its membership, and a new chair of governors has been appointed. They have quickly gained an understanding of the school's strengths and areas for improvements. Governors provide a balance of challenge and support to school leaders. As a result, they are well placed to support school leaders further.
- Governors are skilled and well trained. They carry out their statutory duties well, ensuring that pupils are safe and well cared for and that the quality of education continues to improve. As passionate advocates for the federation, governors have a clear overview of the next stage of education for pupils after they leave Fordingbridge Infant School.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong safeguarding culture. Pupils' emotional and physical well-being is of the utmost importance to every member of staff. Pupils told the inspector that if they had any concerns, they would always tell a member of staff as 'they would be able to help'.
- Leaders and staff are vigilant and alert to the safeguarding needs of pupils. Leaders have established strong safeguarding systems that are monitored and reviewed regularly to ensure the safety of pupils.
- Leaders engage with external agencies when appropriate and strive to involve parents at every stage of an assessment to ensure that pupils' needs are met. Leaders and staff provide high-quality support for vulnerable pupils to strengthen their physical and emotional well-being. Staff and pupils have very strong relationships which enable pupils to develop their resilience.
- Leaders provide additional support through the curriculum to ensure that every pupil understands how to keep safe, and the importance of doing so. Through lessons and bespoke sessions, pupils learn about how to keep safe both in school and beyond.

Quality of teaching, learning and assessment

Good

- Strong, supportive relationships between teachers, teaching assistants and pupils enable pupils to enjoy learning. Pupils respond well to teachers' support and embrace the challenges teachers set for them.
- Teachers know the starting points of pupils well. They typically plan lessons to meet both pupils' needs and their interests so that they make good progress. Where appropriate, a few pupils study an adapted curriculum that is structured to meet their complex needs. This approach is highly effective in meeting these pupils' specific needs.
- Teachers stimulate pupils' interest in reading, writing and the world around them. For

example, through reading 'Winter's Child' by Angela McAllister, Year 2 pupils were seen developing their knowledge of language, as well as their understanding of other people's feelings.

- Mathematics teaching and learning is effective across the school. Teachers enable pupils to extend their understanding of complex mathematical concepts well. Pupils told the inspector how much they enjoyed learning mathematics.
- Teachers use high-quality texts, developing pupils' writing well. Pupils embed their understanding of how professional writers use words and grammar effectively in their own writing. The most able pupils make strong progress in writing for a range of purposes.
- Teachers and teaching assistants focus strongly on ensuring that pupils use capital letters, full stops and finger spaces appropriately. Most pupils take care to check that their writing is accurately written.
- Teachers use drama effectively to immerse pupils in the worlds and characters depicted in texts. Pupils develop their understanding of these worlds, characters and themes effectively through dramatising them.
- Staff provide a good level of support for pupils with SEND. Teaching assistants are well trained to provide tailored support, ensuring that pupils are fully included in the curriculum. For example, pupils make strong progress in well-structured, teaching assistant-led language and communications interventions.
- Specialist teaching in music helps pupils to develop their innate musicality. Pupils respond very well, playing instruments, singing with accuracy and confidently performing in front of other pupils and adults.
- Teachers' strong subject knowledge in most subjects enthuses pupils. For example, Year 1 pupils relished thinking about their language choices when writing about their favourite pet in response to the text 'If I had a Dragon' by Tom Ellery. However, where their knowledge is weaker, teaching does not extend pupils' knowledge, skills and understanding, such as in history and geography.
- Teachers and teaching assistants do not fully embed pupils' knowledge of letters and the sounds they represent. Consequently, some Year 1 pupils are not confident applying their phonics skills to texts.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Through the curriculum, pupils develop empathy for others, alongside kindness and respect. For example, during an assembly on the concept of difference, pupils focused insightfully on their power to make a difference to their own lives and the lives of others.
- Pupils' spiritual, moral, social and cultural development is strong. For example, pupils explore moral dilemmas through the wide range of books that they read.
- Through the student council, pupils engage in school improvements, and their voices

are heard. For example, pupils have worked to relocate the scooter park, which they felt was in the wrong place in the school grounds.

- Pupils develop a strong awareness of the needs of others through the curriculum. For example, pupils raised funds to support animals in need around the world.
- Pupils can define bullying, and they state clearly that it is not a problem at the school. Pupils also state that if a problem were to occur, staff would resolve it immediately and appropriately.

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. They are articulate and personable. They behave well both in the classroom and around the school.
- The school's behaviour systems are effective. Pupils appreciate the equity of the rewards system and respond well. Consequently, no exclusions have taken place at the school.
- Pupils enjoy school, and this is reflected in the high levels of attendance. Leaders recognise the importance of communication with parents and carers to ensure that pupils come to school regularly and punctually. Parents commented to inspectors on the strength of communications with the school.

Outcomes for pupils

Good

- Most pupils make good or better progress in reading, writing and mathematics. The proportion of pupils attaining the expected level in reading, writing and mathematics was above the national average in 2018.
- The most able pupils make better-than-average progress in reading, writing and mathematics. In 2018, the proportion of pupils attaining greater depth in reading, writing and mathematics was above the national average.
- Pupils from disadvantaged backgrounds achieve well across the curriculum by the end of key stage 1. As a result, their outcomes are improving.
- Pupils with SEND achieve well because of tailored support that enables them to access the curriculum fully and confidently.
- The proportion of pupils achieving the expected standard in the phonics screening check was just below the national average in 2018. Some pupils are not consistently confident in making links between letters and the sounds they represent.
- Boys have not achieved as well as girls for the past few years. However, currently boys are making much better progress in reading and writing.
- Pupils do not make as much progress in the development of their skills, knowledge and understanding in history and geography as they do in English and mathematics.

Early years provision

Good

- Leadership of early years is a strength of the school. Through an engaging curriculum, pupils are enabled to flourish in both their social skills and their understanding of the world around them.
- Highly effective early years leadership is taking steps to ensure that teaching, learning and assessment improves further. There is some variation in the quality of activities and support provided to all children across the early years curriculum.
- The teaching of phonics is particularly effective. Children draw successfully on previous learning to make links between new sounds and words. Children display high levels of enthusiasm for reading and writing.
- Staff assess and monitor children's progress continuously and adapt teaching and learning to meet every child's needs. The proportion of children reaching a good level of development has been consistently above average in recent years.
- Relationships are strong. Children respond well to adult support. Staff use questions and prompts well to enable children to speak in extended utterances.
- The learning environment is well structured in order to engage children in developing their skills, knowledge and understanding about the world they live in. For example, children play with dolls houses and 'cafes' to explore these worlds and enrich their vocabulary through subject-specific discussions.
- The outdoor learning space is well equipped to enhance children's learning. For example, inspectors observed children exploring the impact of ice on cloth through experiments outside. Children also experiment with mark making in the ground and ice.
- Children with SEND are well supported through tailored interventions. Consequently, children with SEND make strong progress from their different starting points.
- Children behave well. Children are well prepared for Year 1 both academically and socially. They understand the expectations of a school environment and behave well.
- Communications with parents is strong. Through the use of technology, the majority of parents can access their children's learning and contribute examples of their children's experiences beyond school.
- Safeguarding is effective. Children are kept safe and know how to keep themselves safe both in the classroom and beyond.

School details

Unique reference number	116069
Local authority	Hampshire
Inspection number	10085493

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Foundation
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Melanie Gill
Headteacher	Kim Robertson
Telephone number	01425 653 624
Website	www.fordingbridge-inf.hants.sch.uk
Email address	adminoffice@fordingbridge-inf.hants.sch.uk
Date of previous inspection	6 May 2008

Information about this school

- The school is smaller than the average infant school. Fordingbridge Infant School formed a federation with Fordingbridge Junior School in October 2018.
- The proportion of pupils supported by pupil premium funding is below average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils with education, health and care plans is below average.
- Most pupils are White British.

Information about this inspection

- Inspectors visited classrooms, some with the executive headteacher and head of school of Fordingbridge Junior School, to observe learning and to talk to pupils about their work.
- Inspectors met formally with the executive headteacher and other leaders, including the special educational needs coordinator and the leader of early years.
- Meetings were held with four governors, 11 pupils, the student council and parents.
- Inspectors listened to pupils read and discussed reading with a range of pupils.
- Inspectors scrutinised pupils' work across the curriculum and across all year groups to determine the accuracy of assessment and the sustainability of pupils' progress.
- The lead inspector checked the school's documentation regarding the school's systems for safeguarding, behaviour, attendance and the quality of teaching. She also considered the school's self-evaluation and school improvement plans.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Judith O'Hare

Ofsted Inspector

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