



Denmead Infant School

Inspection Report

Unique Reference Number 115882
LEA Hampshire LEA
Inspection number 279694
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Peter Thrussell AI

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

Type of school	Infant	School address	Hambledon Road
School category	Community		Denmead
Age range of pupils	4 to 7		Waterlooville PO7 6PN
Gender of pupils	Mixed	Telephone number	02392262717
Number on roll	196	Fax number	02392262717
Appropriate authority	The governing body	Chair of governors	Mr Gary Mundy
Date of previous inspection	18 October 1999	Headteacher	Mrs Jacqui Bradshaw

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized infant school serving the village of Denmead. There is little deprivation, with a very small proportion of pupils eligible for free school meals. An increasing proportion of children come from out of the catchment area. Almost all pupils have white British heritage and none is at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is slightly above average.

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 some outstanding features. It provides good value for money. Pupils' personal development is outstanding. Their exemplary behaviour and excellent attitudes to learning and school life contribute considerably to their success. The school works extremely well in partnership with others to ensure that pupils are very well-cared for, feel safe and enjoy coming to school. An outstanding curriculum provides exciting and challenging learning experiences.

Children receive a good start to their education in Reception and make good progress. The quality of education throughout the rest of the school is also good. Pupils make good progress and generally attain above average standards at the end of Year 2. Performance in writing, especially for the more able, is not as good as in reading and mathematics although the school has begun to tackle this issue. Teaching is good. Effective learning is promoted through well planned, interesting lessons. Individual targets are starting to show pupils how they can progress, but they need to be more aware of these and of how well they are meeting them.

The leadership of the head teacher is very good. She is well supported by her staff and governing body. The school has clearly identified its strengths and where it could improve further, and is well placed to build upon its success

What the school should do to improve further

- Improve writing, particularly of more able pupils.
- Build on the good practice being established of making pupils themselves more aware of how well they are doing and how they could make their work even better.

Achievement and standards

Grade: 2

Since the last inspection, the school's intake to Reception has changed. It now encompasses a wider range of ability and is average overall. Children get a good start to their education. Writing about her son, one parent states, 'He has made huge strides since starting school'. The majority achieve the learning, social and emotional goals expected by the time they start in Year 1. A significant number exceed them. In Years 1 and 2, pupils continue to make good progress in meeting the challenging targets set for them. Assessments at the end of Year 2 show that their performance in reading, writing and mathematics has usually been above average. However, in 2005 overall standards were average due to a higher proportion of pupils with learning difficulties than in previous years, and the lower standards achieved by many younger children with summer birthdays. The school is carefully monitoring the progress of younger pupils in each year, and this now shows their overall standards to be above average and similar to their peers. The 'nurture group' recently set up in Year 1 is providing very effective support for pupils with learning difficulties, including some younger

children, as they move from the Foundation Stage. This is enabling them to make very good progress.

The school continually works to raise standards. It has identified the need to improve writing, particularly of more able pupils. Plans have recently been put in place to address this, particularly through better opportunities for questioning and discussion to help develop ideas and improve the content of written work.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They show an exceptionally high level of enjoyment at school. As a Year 2 pupil explained, 'Kids enjoy this school a lot because the teachers are fun and the work is interesting'. Consequently, attendance rates are very high and behaviour is extremely good. Pupils are very polite and courteous and look out for each other. They fully understand about the importance of safety. If there are any unpleasant incidents, they know who to see so that things are quickly sorted out. The school has gained a Healthy Schools award for its promotion of healthy lifestyles. Pupils readily pursue its aims with their morning snacks and lunchtime meals; they are keen to take part in physical activities, whether in lessons, at break time or in after school sports clubs. Pupils co-operate well with one another and are developing a very good sense of right and wrong. They show that they know how to think about deep issues, such as when they reflected on the importance of clean drinking water in Africa during an assembly. The school council works very well and provides a very good opportunity for pupils to understand rights and responsibilities and to express their views. This has led to pupils' ideas for playtime activities being implemented. As they move through the school, pupils develop their skills well and grow in self-confidence, preparing them well for their future life and learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, resulting in good levels of achievement. Staff work hard to make lessons challenging, exciting and fun. Consequently, pupils are highly interested and fully enjoy their work. For example, Reception children were seen enthusiastically making posters to help find Barnaby Bear, who was lost, and in a Year 1 literacy lesson pupils were keenly applying for the posts of king and queen. Assessment is used well to track pupils' progress, set targets and plan appropriate learning activities. Pupils have begun to assess their own work in writing and there are plans to extend this practice into other areas. Pupils with learning difficulties receive good support from a well-trained and committed team. Consequently they make good progress, especially in the Year 1 'nurture group'. Teachers' marking praises

effort and correctness, but does not always include as much guidance as it could to help pupils reach the next steps in their learning.

Curriculum and other activities

Grade: 1

The school's curriculum is outstanding and meets the learning needs of all pupils. It cleverly grabs their interest and leads them to become highly enthusiastic learners who make good progress. A real strength has been the way the school has creatively used its own research to focus on learning how to learn, incorporating many opportunities for pupils to learn by finding out for themselves. This has led to an innovative curriculum incorporating exciting topics such as 'Whacky Vehicles', 'Monsters and Aliens' and 'Camping', often making a good use of the school grounds.

The curriculum is greatly enhanced by frequent special events such as dancers during the 'inter-cultural week', story tellers and food tasting. Swimming is provided in Year 2. The school regularly arranges visitors, such as theatre groups, and visits to places such as Porchester Castle provide memorable, first-hand learning experiences. There are good opportunities for all pupils in Years 1 and 2 to attend after-school sports and arts clubs. Currently around half the pupils are involved. Good opportunities are provided for pupils to contribute to the community through the school council, singing for elderly residents, and charity fund raising. The curriculum successfully promotes pupils' knowledge of health and safety through learning about healthy eating and visits from the emergency services.

Care, guidance and support

Grade: 1

The inspection found the school's care guidance and support of pupils to be outstanding. Adults working in the school know the pupils extremely well, helped by very good links with pre-schools and parents. Procedures to safeguard children's safety are rigorous and highly effective. Child protection arrangements are outstanding, and vulnerable pupils are very well cared for. Pupils successfully develop high levels of responsibility for their own behaviour and care of others through staff's high expectations, trust and inclusion in decision making. The school is a clean, healthy, pleasant and a very safe environment for all. Pupils' progress is monitored very carefully and this information is used well to identify and provide effective support for any underachievers. Pupils receive information on how well they are doing, and are starting to be involved in evaluating their own work and, through targets, better informed of the next steps in their learning.

Leadership and management

Grade: 2

The head teacher provides good leadership and management and is ably supported by a strong leadership team. She gives a clear direction for the school's work and focuses very strongly on the all-round development of pupils. The school is very

accurate in its self-assessment. This is well supported with clear evidence, which is used to effectively plan its improvement. There has been good improvement since the last inspection. Pupils now make good progress in developing and using ICT skills to support their learning; an outstanding curriculum now encourages questioning and problem solving, for example, through the use of 'thinking hats'. Although higher attaining pupils now achieve well in reading and mathematics, the school recognises that more still needs to be done to develop their writing. These successes illustrate the school's good capacity for further improvement.

The headteacher actively involves other members of staff in school management through curriculum teams. Teachers contribute effectively to the oversight of the Foundation Stage and to the management of subjects. The provision for pupils with learning difficulties is well led and managed, enabling them to make good progress. Lessons observations are regularly carried out so that a high level of teaching and learning is maintained. Pupils' progress is very carefully monitored; monitoring sheets are extremely easy to read, encouraging and enabling teachers to use this data to best effect.

The work of the governing body is good. Governors are very supportive of the work of the school, understand its strengths and weaknesses and ask pertinent questions. Links and consultations with parents, the community, other local schools and nurseries are outstanding, and effectively support pupils' learning and well-being. A great number of parents comment that the school is very approachable and that they are always expected and encouraged to be involved in their children's learning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Denmead Infant School is a good school.

We liked these things the most: * You behave extremely well, work hard and enjoy your lessons and playtimes. * The school is extremely caring; pupils who need extra help are well supported. * The school provides you with an excellent range of exciting and interesting things to do. * You understand the importance of eating the right things and taking plenty of exercise. * The school listens to you when you suggest how things could get even better. * Your parents are keen to help you and give very good support to all that the school does. * Your head teacher does a very good job and is well supported by the staff and governors.

We have asked the school to work on these things now: * Help all of you, but especially those who are more able, to improve your writing. * Help you to know for yourselves how well you are doing in your work and how you can make it even better. Thank you again.

Yours sincerely,

Peter Thrussell

Lead Inspector