



Padnell Infant School

Inspection Report

Unique Reference Number 115965
LEA Hampshire LEA
Inspection number 279713
Inspection dates 15 May 2006 to 16 May 2006
Reporting inspector Beryl Richmond AI

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

Type of school	Infant	School address	Padnell Avenue
School category	Community		Cowplain
Age range of pupils	4 to 7		Waterlooville PO8 8DS
Gender of pupils	Mixed	Telephone number	02392263784
Number on roll	242	Fax number	02392241613
Appropriate authority	The governing body	Chair of governors	Mr Paul Wilkinson
Date of previous inspection	26 June 2000	Headteacher	Mr Brian Young

Age group 4 to 7	Inspection dates 15 May 2006 - 16 May 2006	Inspection number 279713
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Introduction

The inspection was carried out by 2 Additional Inspectors.

Description of the school

Padnell is a larger than average infant school. Pupils come from a range of social and economic backgrounds. When pupils join the Reception year, their attainment is broadly average but there are variations from year to year. The proportion of pupils with learning difficulties and disabilities is more than in most schools and is increasing. Very few pupils are from ethnic minorities and of them very few are at an early stage of learning English. In the last two years, there has been a fall in the number of pupils on roll. Few pupils are known to be eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school views its overall effectiveness as good and the inspection team agrees. It gives good value for money. The school is harmonious, welcoming and friendly. A strong shared ethos encourages pupils to learn well and consequently achievement overall is good. Standards are improving and are above average overall, but in writing they are average. Achievement in writing is satisfactory. The contribution of the governing body and partnerships with other organisations, particularly links that enable good educational research, are outstanding. Good provision in the Foundation Stage enables children to make good progress. Provision for pupils with learning difficulties and disabilities and for those learning English as an additional language is good. They achieve well.

Teaching and learning are good overall with some being outstanding. The curriculum is good. Whilst fully complying with all statutory requirements, it has also been adapted well to meet the needs of the pupils in this school. Personal development is given a high priority so that pupils become responsible learners who work together well. Leadership is good overall. However, subject leaders are not always fully involved in raising standards in their subjects. Care and concern for pupils' well-being are good. The school keeps detailed records of pupils' progress, which are used effectively to ensure all pupils' needs are met and they achieve well.

The school has successfully addressed all the issues in the previous report and has demonstrated that it has a good capacity to improve further.

What the school should do to improve further

- Raise standards in writing.
- Develop the skills and activities of subject leaders in checking how well the school is doing.

Achievement and standards

Grade: 2

Pupils achieve well overall because teaching and learning are consistently good and pupils' progress is rigorously monitored. As a result of this, standards in reading and mathematics are now above average in Year 2 and achievement is good in these subjects. Achievement in writing is satisfactory and, although standards have improved, they are still average overall. The school sets challenging targets that have resulted in improved standards, particularly in mathematics. Standards had been falling over the last few years as the proportion of pupils with learning difficulties and disabilities increased. In Year 2 in 2005 standards were average overall. The school has reversed this decline by responding well to the needs of all pupils. It has implemented a whole school phonics programme in addition to other recent initiatives, which are improving standards in English and mathematics.

Children enter the Reception year with broadly average attainment although the range is wide and there are differences in year groups. Children achieve well and usually attain the nationally expected levels at the end of the year but in some years their attainment is lower because their starting points were lower in Reception. Pupils learning English as an additional language achieve well and make good progress because work is planned well to meet their needs.

Personal development and well-being

Grade: 2

Pupils' personal development is good and this includes their spiritual, moral, social and cultural development. Pupils develop good relationships and behave well. They show good attitudes and respect the views and opinions of others. As a result of some good school initiatives, like Ginger Club and the emotional literacy programme, pupils can now express their emotions in a more mature fashion. Attendance rates are close to the national average.

Pupils enjoy their learning. Reception pupils were very motivated by a 'giant's button' that had been found in the school grounds, and eagerly wrote their story about how it came to be there. Around school, pupils act with due regard to their own and others' safety. The School Council enables pupils to discuss and suggest changes to the school. As one parent wrote 'my daughter is able to take an active part in the running of the school at regular meetings with the headteacher'. They have also contributed to the travel plan and are planning the new cycle shed. Christmas plays and charity fund-raising help the pupils make a positive contribution to the community. They eat healthily in school and understand the need for regular exercise. Their good progress in basic skills, including in information and communication technology, contributes well to their preparation for future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some lessons being outstanding. Children get off to a good start in the Foundation Stage because teachers give them choices, which help them develop as independent learners through participating in lively, enjoyable activities.

Teachers generally use time in lessons well and most deliver their lessons in a lively manner. On the very few occasions where teaching is just satisfactory, there are some missed speaking and listening opportunities that prevent the full participation of all pupils in whole class sessions. There are rigorous assessment systems in place and planning is adjusted well to cater for all pupils' needs. The school caters well for the needs of pupils with English as an additional language and those with learning difficulties and disabilities. Teaching assistants make a valuable contribution to pupils' learning, particularly in group work.

Where learning is good or better, teachers have high expectations. Pupils have good opportunities to develop language skills through discussion and explanation and have a clear understanding of what they need to do to improve. Teachers' feedback is a growing strength because it helps pupils to know how well they are doing against clearly identified success criteria.

Curriculum and other activities

Grade: 2

The curriculum is good because it meets the needs of all learners well. Teachers plan appropriate coverage of all subjects and include the needs of those with learning difficulties and disabilities and those who are learning English as an additional language. Provision in the Foundation Stage is exciting and stimulating. Provision for English, mathematics and information and communication technology (ICT) has been improved in recent years and this is having a positive impact on pupils' achievement. The school's personal, social and health provision is good. It helps pupils to develop independence, self-confidence, and the ability to make choices. Pupils have frequent opportunities to work together in teams and to develop enterprise skills through activities like fundraising for charities. The school has improved the creative curriculum and provision for pupils' appreciation of local and world cultural traditions. For example, there are close links with a school in Ghana. There is a good variety of visits and visitors. Pupils visit the local church, for example, and go to Rowlands Castle for geography work. These visits add to the pupils' enjoyment and provide opportunities for all pupils to achieve well.

The school provides a good range of extra-curricular activities including country dancing, rugby and the 'Crafty Club'.

Care, guidance and support

Grade: 2

This aspect of the school's provision is good. Inspectors agree with the parent who wrote, 'The school has a strong ethos of caring'. The pupils, in their relationships, behaviour and achievement within school demonstrate the effectiveness of the school's work in promoting their emotional well-being.

Adults use a range of strategies to successfully encourage pupils and raise their self-esteem. Consequently, pupils feel valued and endeavour to do their best. Pupils tell of feeling safe and stated that when unacceptable behaviour arises, it is dealt with effectively.

The procedures regarding health and safety routines, risk assessments, and procedures to identify and safeguard vulnerable pupils are rigorous.

Pupils know how to improve their work because they receive good guidance from teachers. Recently, more accurate assessment procedures have allowed the school to identify those pupils requiring additional support and give them the help they need. A good range of outside agencies and support programmes are used to help learners. They are effectively overseen by the special needs' co-ordinator.

Leadership and management

Grade: 2

Leadership and management are good overall and strong in areas such as governance, pastoral care and partnership between the headteacher and deputy. The headteacher ensures that any proposed changes, such as the teaching of phonics, are carefully researched and that effective long-term strategies are adopted. The changes introduced two years ago to improve reading are now having a positive impact on standards. All staff share a common view about the future direction of the school, centred on improving standards.

Good monitoring of the school's performance, including lesson observations, help guide the development planning of the school. This is clearly linked to the performance management of staff, where targets are set for improving standards and achievement. Self-evaluation, includes taking account of the views of all parents and pupils, in different ways, including through questionnaires. This has been effective in enabling the school to improve. Challenging targets have been met in mathematics resulting in higher standards. Effective leadership has also ensured that pupils' performance is reviewed regularly and that all pupils have an equal opportunity to learn and progress. The school reviews its curriculum on a regular basis to ensure that it meets the needs of its pupils. By addressing pupils' personal needs, behaviour has been maintained as good, and by identifying areas of weakness, like spelling and phonics, there have been good improvements in reading and writing. Such successes indicate a good capacity to improve.

Subject co-ordinators' roles in over-seeing their subjects' development is satisfactory. However, it relies too heavily on the monitoring of teachers' planning and pupils' work and not enough on first hand knowledge of teaching and learning in lessons so that they can build up a clear picture of strengths and weaknesses.

Parents are very supportive of the school. The governing body give outstanding support. They visit, challenge and monitor the school regularly. For example, they monitor the school improvement plan to ensure that the school is providing what pupils need to ensure their achievement is good.

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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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	NA
How well are learners cared for, guided and supported?	2	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	1	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 how much we enjoyed our visit to your school. We think that your school is good and we found it to be a very friendly and happy place. Thank you for making us so welcome and helping us.

Here are the important things that we want you to know: * You enjoy coming to school and joining in the wide range of activities that your school offers you. * Your behaviour is good and you get on well with each other and with your teachers. * You work well together, especially in group activities, and are achieving well. * Your head teacher, staff and governors know your school very well and are working hard to make it even better. * You contribute well to your school community by being members of the School Council and to the wider community by your links with the school in Ghana. * Teachers and teaching assistants teach and look after you well. Some teaching and learning are outstanding.

These are the things that we think could be better: * You have improved your writing but we think that you could still do better. * We have asked your head teacher to involve teachers even more in improving your school.

Yours sincerely,

Beryl Richmond

Lead Inspector