



# Petersgate Infant School

## Inspection Report

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**Unique Reference Number** 116065  
**LEA** Hampshire LEA  
**Inspection number** 279738  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Christopher Grove AI

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

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<b>Type of school</b>	Infant	<b>School address</b>	Green Lane
<b>School category</b>	Community		Clanfield
<b>Age range of pupils</b>	4 to 7		Waterlooville, Hampshire PO8 0JU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02392593950
<b>Number on roll</b>	164	<b>Fax number</b>	02392571340
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Russ Daniel
<b>Date of previous inspection</b>	16 May 2000	<b>Headteacher</b>	Mr Philip Hunt

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Petersgate is a smaller than average infant school, and over the last few years for demographic reasons its roll has fallen. It is situated in Clanfield, a village north of Waterlooville in Hampshire and most of the pupils come from the village. The majority of pupils are white British with small numbers from Asian-British backgrounds. The percentage of pupils who have learning difficulties is broadly average, and the percentage of pupils entitled to free school meals is low.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's judgement that its effectiveness is satisfactory and that it provides satisfactory value for money. Pupils' personal development and well-being are good and the school ensures that pupils are cared for well. Their social skills and moral developments are outstanding. Parents have confidence in the school. Pupils' levels of achievement are satisfactory because teaching and learning are also satisfactory overall. The best classroom teaching is adventurous and ambitious and enhances pupils' learning. However, across the school, teachers are not using information from assessments consistently to plan work that meets all pupils' needs. As a result, the work for some pupils is not hard enough. In the Foundation Stage, the quality of provision is satisfactory and pupils' standards of work are broadly average. There are good links with outside agencies and parents that contribute to pupils' learning.

The school's leadership and management promote pupils' self esteem and enthusiasm for learning effectively so that attendance is excellent. Pupils are also enabled to contribute significantly to the community through the democratic processes of the school council. However, monitoring of teaching and learning is not rigorous enough to ensure all pupils learn at a fast rate.

Progress since the last inspection has been satisfactory and the school has the capacity to improve further. Inattentive behaviour by some pupils is better managed. The presentation of work is neater and teachers' marking is more consistent. There are investigative elements in science teaching and information and communication technology is being used to support learning.

### What the school should do to improve further

- \* Raise the quality of teaching to the level of the best to enhance progress for all.
- \* Use assessment information more effectively to inform the next steps in pupils' learning.

## Achievement and standards

### Grade: 3

The school judges pupils' achievements and standards to be average and inspectors agree. When pupils enter the school, their attainment is broadly average, but there is some variation from year to year. In the Foundation Stage, children are working at levels appropriate to their age. They attain well and make good progress in personal, social and emotional development. In all other aspects of their work achievement is satisfactory.

Standards in Year 2 are average. In the past, pupils have reached very good standards in writing and good standards in reading and mathematics. In the national tests in summer 2005, results were lower than in 2004, but were in line with the national

average. The school has analysed these results and recognises that fewer pupils reached the higher levels of attainment. This is due in part to more pupils with learning difficulties in the year group. There is some evidence that boys outperform girls in mathematics, but girls do better than boys in reading and writing. The school has clear plans to deal with these issues. Pupils who are identified as having learning difficulties are achieving in line with their capabilities as they are supported effectively.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of the pupils are good. Most pupils behave well and inattentive behaviour is managed effectively. In the playground, pupils show respect and care for one another. They are courteous, and know how to keep themselves and others safe. Attendance is excellent. The pupils are very happy and enjoy coming to school. Pupils enjoy their 'Plan, Do and Review' time, which encourages them to make decisions about their work. This has a positive impact upon their self-esteem and enthusiasm for learning. They empathise with the feelings of others and delight in each others' achievements, for example, in assemblies. These factors give them a secure foundation for the world of work and their economic well-being.

The promotion of pupils' health has a high profile. The school is involved in a project which emphasises the promotion of healthy foods and the provision for physical activity. This contributes significantly to team building, and helps pupils to learn important skills for living in a democratic society. The school has rightly identified the need to extend the outdoor learning for pupils in the reception classes.

Pupils take their responsibilities around the school very seriously. They deliver the registers to the office sensibly and look after those who are lonely outside in a really caring way. They have an active voice in shaping the school's direction through their school council.

There are attractive displays around the school that value pupils' efforts and show how the school provides suitable opportunities for the pupils' cultural development through art, music and religious faiths. The children's spiritual development is good and is evident through all aspects of the curriculum and school life. Social skills, and moral development, are outstanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors confirm the school's view that the quality of teaching and learning is satisfactory overall. In the best lessons, teachers have high expectations of what pupils know and can do and enable them to learn at a good pace. In one English lesson, for example, challenging questioning allowed pupils to think carefully and reflect on what they had been learning before responding. The interactive whiteboards are used well to make learning purposeful.

This good teaching is not consistent throughout the school. The challenge of work and pace of lessons, though satisfactory, is not always strong enough to increase the rate at which pupil's progress. This is because information from assessments is not used sufficiently to inform the next steps in pupils' learning. On some occasions teachers do not plan well enough for pupils with learning difficulties, although support staff provide good levels of assistance. The marking of the pupils' work is consistent, and praise offered motivates them to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provision for pupils, including those who have learning difficulties, is satisfactory. A strength of the curriculum in the Foundation Stage is the strong promotion of pupils' personal, social and emotional development. This gives them a good basis on which to build in future years. They develop independence and make decisions about their work. In Years 1 and 2, the staff have worked hard to provide a more creative and imaginative approach to the whole curriculum. For example, the use of 'Plan, Do and Review' helps pupils to think hard about their learning and the introduction of role-play areas is successfully enhancing pupils' language and social skills.

The school uses the national literacy and numeracy strategies and national guidelines for other subjects adequately, but there needs to be a more rigorous monitoring of the outcomes. Good improvements have been made in science investigations and in the use of information and communication technology since the last inspection. The school promotes pupils' needs to be safe and keep healthy through physical education and personal, social and health education. There is a stimulating range of lunchtime and after-school activities as well as educational visits and visitors enrich the enjoyment of learning.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care and support for the personal and emotional development of pupils. This makes a major contribution to the warm and caring ethos which permeates the school. In addition, pupils are confident and happy to come to school, enthusiastic to learn. The annual reports to parents are thorough, detailed and celebrate the pupils' successes. Pupils are helped to develop their self-esteem well because adults know and support them effectively.

Very good child protection procedures ensure the welfare and safety of pupils. There are good procedures to eliminate risks to pupils and adults. The supervision of the pupils at lunch and playtimes is very good. The wide range of activities provided engages pupils in healthy exercise and team-building skills.

Parents and outside agencies are very supportive and are regularly involved in the work of the school, often enriching the curriculum. Their support is valued by staff and pupils. Induction and transfer arrangements for pupils to the junior school are

good, and ensure that they are adequately prepared for the next stages in their education.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school is orderly and runs smoothly on a day-to-day basis. The leadership promotes pupils' moral and social developments very successfully. Pupils, whatever their background or ability are welcome in the school and encouraged to play a full part in all that it offers.

The school has appropriate procedures for identifying its strengths and weaknesses and records these accurately. However, the monitoring of teaching and learning and use of assessment information is not rigorous enough to speed up the rate of pupils' progress.

There has been a significant improvement in resources, including interactive whiteboards in all infant classrooms that makes learning interesting and purposeful. There is now a well-stocked library and this is supporting curriculum development effectively. The school has a good number of teachers and support staff who take good care of the pupils.

Many governors are new to the role. They are making a satisfactory contribution to the development of the school. They fully meet their statutory responsibilities, but do not yet hold the school fully to account for its performance. Good relationships exist with parents, as evidenced by the overwhelmingly positive support in the questionnaire responses. The school has the capacity to improve as all are determined to make the school better for the pupils.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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	NA
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

Following our visit to inspect your school, we would like to tell you what we found. Firstly, we want to thank you, and your teachers, for your help during the inspection.

These are the main things we found out: \* Children enjoy coming to school, and their attendance is excellent \* Teachers are good at making all the children feel part of the school \* Most children behave well in school, and look after one another \* Children know about eating healthy food and taking exercise, and keeping safe. \* Teachers and other adults look after you very well indeed at school. \* The Friendship Bench in the playground is a good idea by the school council. \* Children in Year 1 and Year 2 like role-play work and enjoy Plan, Do and Review. \* Children are getting more chances to do investigations in science and to use ICT \* There is a good range of clubs and activities at lunchtimes and after school. \* The library and the interactive whiteboards in classrooms help you to learn well.

There are some things which we think would help your school to do better: \* Make sure that all lessons include work that challenges and interests you, whatever your ability

Your sincerely

Chris Grove, Lead Inspector

Lead Inspector