



Bidbury Infant School

Inspection Report

Unique Reference Number 116084
LEA Hampshire LEA
Inspection number 279744
Inspection dates 25 May 2006 to 26 May 2006
Reporting inspector Michael Pye AI

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

Type of school	Infant	School address	Fraser Road
School category	Community		Bedhampton
Age range of pupils	4 to 7		Havant PO9 3EF
Gender of pupils	Mixed	Telephone number	02392483336
Number on roll	150	Fax number	02392486815
Appropriate authority	The governing body	Chair of governors	Mr Michael Harper
Date of previous inspection	27 March 2000	Headteacher	Mrs Pauline Rowley

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller-than-average infant school is situated on the outskirts of Portsmouth. The children come from mixed backgrounds and the number of pupils entitled to free school meals is below the national average. Most pupils are of White British background. Fewer pupils than usual have English as an additional language. There are above average numbers of pupils who have learning difficulties or disabilities, although fewer than average have a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that it is a good school which provides good value for money. The pupils achieve well because of consistently good teaching and their positive attitudes and behaviour. They make good progress and reach average standards by the end of Year 2. However, in writing, not enough of the more able pupils are reaching higher levels.

The leadership and management are good. Senior managers monitor the school's performance effectively, correctly identifying for example, the need to develop a more exciting and creative curriculum that meets the needs of the individual pupil. Consequently the pupils now have more opportunities to practise writing in a variety of subjects. The benefits of these recent changes have yet to be reflected in improved writing standards attained by older pupils. Nevertheless younger pupils are making earlier and better progress. There are some inconsistencies in the extent to which co-ordinators have full responsibility for monitoring and improving standards.

The quality of the Foundation Stage is good overall with some excellent aspects, such as the way that learning starts with the individual pupil's needs. Consequently most pupils reach the goals set for them at the end of their Reception year.

The school uses resources very well to build on its strengths in care and pupils' personal development. There are some outstanding links with external agencies such as with local schools that benefit pupils' learning and experiences.

Effective leadership has contributed to some positive improvements since the last inspection. For example, links with parents have improved markedly. A parent wrote, 'information about lessons and forthcoming events are communicated clearly and in good time'. The school has a good capacity to improve further.

What the school should do to improve further

- Improve standards in writing, particularly for the higher attainers
- Extend the role of middle managers to make them more responsible for improving standards and achievement

Achievement and standards

Grade: 2

Pupils are achieving well and make good progress towards the challenging targets set for them. As a result they reach the standards expected of them by the end of Year 2. The results of national tests fluctuate from year to year, reflecting the varying proportions of pupils with learning difficulties in each year group. In 2004 reading and writing standards were significantly above average. However, results dipped in 2005 because not enough more able pupils reached the high standards in writing, of which they are capable.

Children enter the Early Years unit with skills and knowledge below those expected for their age and they are particularly weak in literacy. Good speaking and listening opportunities have been introduced to improve the range of pupils' vocabulary. The vibrant learning environment and the good teaching and learning enable all pupils to achieve well. This is evident in the good progress pupils make in their social and personal development.

As a result of consistently good teaching, standards in work seen during the inspection are above average in mathematics. The school has introduced a new approach to the teaching of phonics and this has had a positive impact on standards and achievement in reading, although the full effect is yet to be seen in writing. Information and communication technology (ICT) standards are average by the end of Year 2.

Many pupils, including high attainers make very good progress in their reading. Those pupils with learning difficulties, together with those at an early stage of learning English, make good progress towards their personal targets.

Personal development and well-being

Grade: 1

Personal development and well being are outstanding. 'He is happy and confident, and just the other day said he nearly forgot to come home because he was enjoying the work so much.' This parent's view reflects the level of enjoyment shown by pupils in school. Moreover the excellent relationships between pupils and adults creates a 'can do culture' and their attitude to work is excellent. Attendance is similar to other schools.

Pupils' spiritual, moral, social and cultural development is excellent. They respect each other's views, and show enthusiasm when celebrating the achievements of others during class assemblies.

The school council actively promotes the exercise of pupils' rights and responsibilities. Not just a paper exercise it has made major changes to play-time activities and in the library. Well planned circle times and assemblies help pupils to reflect on their feelings and the views of others. Pupils have a very good understanding of how to keep safe and stay healthy, as witnessed in their energetic approach to play time. They make valuable contributions to their community through fundraising for charities. Their good achievement in basic skills, and in ICT help prepare pupils well for their future life.

Quality of provision

Teaching and learning

Grade: 2

Frequent monitoring by the senior leadership team has contributed effectively to the maintenance of good teaching and learning.

Where teaching is outstanding a variety of methods are used to stimulate the pupils' learning and ensure they make good progress. Project work is used successfully by teachers to motivate the pupils. The pupils showed considerable excitement when making the connection between their work on mini-beasts and the discovery of hairy caterpillars in the playground.

Teachers are increasingly using this project work to extend the range of subjects in which pupils' writing can be practised and developed. In mathematics pupils progress well because they are consistently encouraged to apply their knowledge to practical situations. Year 2 pupils, for example, applied their theory work well when asked to control programmable toys to find a route around a floor map. Very positive relationships mean pupils contribute fully in lessons and are eager to ask and answer questions. These factors contribute to the good levels of learning in classes. Pupils, including those with learning difficulties, benefit well from the focused work carried out by the learning assistants. In small group work the pupils work effectively alongside teachers and learning assistants and make good progress during guided reading.

Assessment information is satisfactorily used to plan appropriate work for pupils. At the end of lessons however, some opportunities are missed to give pupils the chance to assess how much progress they have made. Where this is done teachers quickly identify those pupils needing additional help or challenge in future lessons and can plan accordingly.

Curriculum and other activities

Grade: 2

The recently reorganised curriculum is good with some outstanding features. The new project approach helps meet individual pupils' needs. It grabs pupils' interests and promotes an enjoyment in their learning. Being new, it has yet to make a significant impact on standards. However the new approach is undoubtedly motivating the pupils. They are practising their writing, for example, when asked to write descriptions in history, and facts in science. In Reception the pupils' personal and social skills are very well developed as a result of the 'plan, do and review' approach. One pupil commented, 'plan and do help us to share so much.' This illustrates very well the effect of the improved curriculum on children's learning.

Increasingly good links are made between subjects such as the use of maps and routes in mathematics. Visits, visitors and 'special weeks' enhance pupils' learning. For example a good range of visitors are used in personal, social and health education lessons to help pupils learn about staying safe and living healthily. Other strong features include music, and the varied enrichment activities, including football, gymnastics, French classes and recorder.

Care, guidance and support

Grade: 2

These are good overall, although care and support are particularly strong. The school's strong commitment to this aspect of its work helps ensure that all pupils feel well

supported and safe. Parents and pupils agree that this is a very happy and caring school, and consequently pupils are prepared to get involved in their learning, and they progress well towards their targets.

Child protection requirements and health and safety arrangements are well established and robust.

The school has worked successfully to improve its links with parents. Parents work alongside their children in early morning learning sessions and speak very highly of the quality of the information about events and what their children are learning.

Pupils' progress is monitored very carefully and information is shared with pupils and parents. However opportunities are missed to reinforce to pupils what they need to do to further improve their work.

Leadership and management

Grade: 2

Leadership and management are good overall, and outstanding in some areas such as creating an ethos where the personal development of pupils is excellent. The very experienced headteacher, ably assisted by her deputy provide a very clear vision for the development of the school. The vision is increasingly being realised because of a common commitment amongst all staff to improving standards, and on-going monitoring of progress towards challenging targets.

Governors, staff, parents and pupils are involved in evaluation and development planning. The successful introduction of the new curriculum came as a consequence of effective school monitoring which revealed the need for more creativity. However, on occasions there are inconsistencies in the degree to which the school measures and records the impact of its actions.

Resources are used very well to further pupils' learning. The introduction and effect of interactive whiteboards, as part of the move towards a more creative curriculum, has been under constant review so as to maximise their impact on learning.

Middle managers such as in science and mathematics fully participate in the monitoring of their subject. However senior managers recognise the need to extend the role of some other middle managers to give them more responsibility for monitoring and improving standards and achievement. Foundation Stage management is good and there is a clear view of the strengths and areas for development.

One parent's quote reflects the views of many others, 'it has been a great school for both my children. The school has good strong leadership and forms a fantastic learning environment in a very safe and caring setting'. Governors support the school well, visit the school regularly, and are increasingly challenging the school to improve its standards.

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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	3	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	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	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	1	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

You will probably remember when we visited your school. You were happy to talk to us about what you think about your school. We listened carefully to what you had to say - thank you.

The things we liked about your school are: * That you do particularly well in mathematics* That you quickly learn how to read* The way that you enjoy your work* The way that you listen to each other and show your support for the good things that other pupils do* That the Early Years unit is well run and that it gives you a good start to your school life* The way that the adults want to make your lessons exciting and interesting* That you behave, and work and play along with each other so well* That you were able to tell us that you feel safe in school and that the adults care for you so well* That you know how to live healthily.

We have asked the school to make sure that: * The adults who run the school all play their part in improving how well you do* You know more about how to improve your work, particularly when writing. We wish you the very best for the future.

Yours sincerely,

Michael Pye

Lead Inspector