

# Crofton Anne Dale Infant School

## Inspection report

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<b>Unique Reference Number</b>	115967
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312125
<b>Inspection date</b>	15 November 2007
<b>Reporting inspector</b>	Steven Hill

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Derek Woodland
<b>Headteacher</b>	Mrs Valerie Morgan
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Cuckoo Lane Stubbington Fareham PO14 3PH
<b>Telephone number</b>	01329 662025
<b>Fax number</b>	01329 668690

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' achievement, particularly in writing
- pupils' personal development and well-being
- the quality of teaching
- the tracking of pupils' progress and how well this information is used to help them achieve
- leadership and management, particularly in evaluating the school's effectiveness.

Evidence was gathered from observing lessons and break-times; talking to pupils and staff; looking at samples of pupils' work; checking the school's records of the monitoring of provision and of pupils' progress; and from the results of questionnaires returned by parents.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a large infant school in a suburban village. Most pupils come from the immediate area, although an increasing proportion comes from further afield. Pupils' social and economic circumstances vary widely, but overall are better than average. Almost all pupils are of White British heritage and have English as their mother tongue. The proportion of pupils with learning difficulties or disabilities is a little below average, although this varies from year to year. Attainment on entry covers a wide range, but overall is somewhat above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school is a happy community where pupils thrive academically and socially. All members of staff successfully promote high standards in pupils' work and their personal development. This results in a well-rounded education that prepares pupils very well for their future. Standards are exceptionally high in English and mathematics, and work seen during the inspection indicated high standards in a number of other subjects, for example information and communication technology, art and singing. Although results of national assessments fell slightly in 2007, this still represented very good progress for this group of pupils, which included an unusually large proportion who had learning difficulties, or who had arrived at the school during the year they were assessed. The high quality of pupils' writing is an important factor in their success. They write fluently and comfortably in a joined style, getting their ideas quickly onto paper. This strongly supports their learning as they use these skills effectively in a range of subjects. For instance in design and technology pupils produced some excellent written accounts as an evaluation of their work.

Outstanding teaching promotes pupils' excellent achievement. A major strength is the consistent approach of all staff. Lessons invariably feature very positive relationships between pupils and staff, and high expectations of effort and behaviour. Pupils respond well to these, agreeing that one of the best things about school was the teachers '...because they are kind and friendly'. Teachers enliven lessons with very good use of interesting resources, and regular opportunities for practical work and discussion. They successfully communicate their own enthusiasm for topics to pupils who concentrate very well and work hard as a result. Teaching assistants work very effectively to support pupils' learning, and contribute strongly to the exceptional progress made by pupils who have learning difficulties or disabilities. Teachers give pupils very clear criteria for success in their work, and pupils demonstrate well-developed skills in evaluating their own learning as a result.

The excellent care, guidance and support provided for pupils are due to the careful assessment and tracking of their academic, social and emotional needs. Staff use this information in successfully meeting pupils' diverse individual needs. This not only ensures that pupils make excellent progress in their work, but results in outstanding personal development. Their spiritual, moral, social and cultural development is excellent. Pupils have very positive relationships with each other, boys and girls working and playing together happily. They enjoy taking responsibility, for example as 'playground pals', and show very caring attitudes if any of their classmates are upset or worried. Their behaviour is excellent, they apply themselves diligently in class, and work well collaboratively or independently as appropriate. Attendance is good. Pupils have a very good understanding of how to keep healthy, and show particular enthusiasm in joining in the extensive opportunities for exercise provided, for example in whole-year aerobics sessions. They have a good understanding of how to keep themselves safe, boosted by events, such as a visit from fire-fighters.

Pupils are very happy in school and thoroughly enjoy learning. This is strongly supported by an excellent curriculum, which covers all the required subjects well, and is boosted by extras like French lessons in Years 1 and 2, opportunities to learn the recorder, and a vast range of visits, visitors and special weeks. Pupils talk enthusiastically about recent work on Diwali, which promoted work in art, dance and geography, as well as contributing very well to pupils' cultural development.

Outstanding leadership and management underpin the school's many successes. Progress is driven relentlessly by the headteacher's determination to ensure that 'every child matters' in this school. A lack of complacency underpins all the school's work. Staff collaborate together effectively as a team to evaluate their work and their pupils' progress, and continually seek to make improvements in both. Subject coordinators and other leaders have a firm grasp of their areas of responsibilities, and provide colleagues with good support to help raise standards. Particularly good support has enabled recently qualified staff to slot easily into the school's ethos, improving their own teaching rapidly, and maintaining high standards at times of change. Governors are extremely well informed about the school's provision and outcomes, and hold it to account very well for its work. The school is well placed to build on the many improvements it has made since the previous inspection.

The staff try hard to involve parents in their children's education, and parents are overwhelmingly positive about the school. This was well summed up by one who wrote '...a great school. It has high expectations of its pupils, but at the same time provides a supportive, nurturing environment in which to learn'.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The school's many successes stem from a firm basis established by excellent provision in the Reception classes. Many of the strengths parallel those in the Key Stage 1 classes. Teachers quickly build positive relationships with children, who settle happily into school, following routines and making very good progress in all areas of learning. Almost all are working within the expected standards by the time they start Year 1, and many exceed these expectations. Parents are extremely appreciative of how sensitively all the adults support their children when they start. Children do particularly well in their personal, social and emotional development, and this gives them a firm foundation for their future learning throughout the school. A very good balance is drawn between activities which are teacher led, and those where children chose things for themselves. A wide ranging and practically based curriculum, a lively and enthusiastic approach from all staff, and careful tracking of children's needs and provision to meet them, ensure that children enjoy learning and achieve extremely well.

## **What the school should do to improve further**

The school has no major areas requiring attention, but the inspector agrees that the priorities for action outlined in the school's strategic plan provide a firm basis for building on its success.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

26 November 2007

Dear Pupils

Inspection of Crofton Anne Dale Infant School, Fareham, PO14 3PH

Thank you very much for all your help when I visited your school. I enjoyed watching you at work and chatting to you. A special thanks to the children in Year 2 who came to tell me what you thought. You told me that you really enjoyed school, and it was easy to see why. I think your school is outstanding, which means there are lots of really good things about it. The most important is that you are growing up into sensible, caring young people, and that your teachers and your parents can be proud of you. These are some of the other good things.

- You learn a lot because you get plenty of interesting things to do and your teachers are good at helping you to learn.
- You all get on very well with each other, your behaviour is excellent and you work hard.
- The staff keep a very careful eye on how you are getting on, and make sure everyone gets the right help if they need it.
- Mrs Morgan is very good at organising the school, and the other staff and the governors all work with her to try to make things even better for you.

There are no big things that need to change, but the adults are determined to keep working to make things better and better, and they have a good plan of how to do this.

I know that you will help them by carrying on working hard, and by telling them what you think through the school council.

I hope that you keep on enjoying your school.

Best wishes,

Steven Hill

Lead inspector