

Leesland Church of England Controlled Infant School

Inspection report

Unique Reference Number	116335
Local Authority	Hampshire
Inspection number	312266
Inspection dates	27–28 February 2008
Reporting inspector	John Seal HMI

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	5–7
Gender of pupils	Mixed
Number on roll	
School	175
Appropriate authority	The governing body
Chair	Mr Paul Dixon
Headteacher	Miss Jane McDowell
Date of previous school inspection	8 December 2003
School address	Whitworth Road Gosport PO12 3NL
Telephone number	02392 583872
Fax number	02392 601048

Age group	5-7
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

This is a below average sized infant school. Almost all the pupils are from White British backgrounds. The number of pupils eligible for free school meals is above average. The proportion of pupils who have learning difficulties or disabilities is much higher than the average. A higher than average number of pupils move in and out of the school during the school year. There are breakfast and after school clubs run by an independent provider. The school has achieved the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Leesland Infants provides a satisfactory standard of education. Pupils' standards of attainment in reading, writing and mathematics at the end of Year 2 in recent years have been below average. Recent and timely intervention by the senior leadership and management has ensured that most pupils are now making satisfactory progress.

Many parents hold the school in high regard. The provision for pupils' personal development and well-being is good. Pupils' spiritual, moral, social and cultural development is good. Pupils' behaviour is good both during lessons and around the school. They enjoy coming to school and this is reflected in the improving attendance rate. Pupils get on well with each other and adults. Pupils are proud of their roles in the school council they have been influential in improving lunchtime games and in changing the title of the mid-day supervisors to 'Lunch Ladies'.

The quality of teaching is satisfactory overall. There is too much variation between good and satisfactory lessons. Over time, this inconsistency causes pupils' progress to be satisfactory, and their standards of attainment in reading, writing and mathematics to be below average. The school is working on this to make further improvements.

The curriculum is satisfactory. The school provides a broad, balanced and relevant range of subjects. The school has appropriately developed many areas of learning which match most pupils' social, emotional and learning needs. This approach is still in the early stages of development and the full impact of the changes is inconsistent across the school. At its most effective, pupils are excited and stimulated. For example, the 'Over to You' programme introduced in the Foundation Stage is now used throughout the school. This is beginning to support more pupils' independence in their learning with more practical activities, which develop their speaking and listening skills effectively.

Care guidance and support is satisfactory with some strengths. The school provides a secure environment that enables all pupils to feel safe and cared for. The school employs an Emotional Support Learning Assistant (ELSA) who effectively works with vulnerable pupils and those with social and emotional difficulties. The school has good links with families and other agencies. The academic support for pupils is satisfactory. Pupils are set targets but these are not always specific enough to help them improve their work.

Leadership and management are satisfactory. There has been a renewed emphasis on raising pupils' standards of attainment through monitoring progress. This is not fully in place across the school. Although there is an appropriate monitoring and evaluation of pupil progress and the quality of teaching, there is not enough urgency at middle management level to improve the quality of teaching or pupil progress. Since the last inspection, the school has made satisfactory progress. The headteacher and governors have effectively identified what the school does well and where it needs to improve and therefore, the school is on course to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children benefit from a well-organised curriculum and good teaching. Staff understand well how young children learn. A major success of the curriculum has been the introduction of 'Over to You', a daily time for independent activities. These effectively allow the children to develop

and apply their skills and knowledge. As a result, children negotiate tasks and co-operate well with others. Personal and social development is rapid. The outside environment area is used to good effect to develop a range of skills, including speaking, as children explore and are encouraged to talk about their experiences. At times staff do not always extend children's thinking to encourage further exploration. Although children make good progress, many of them fall short of national expectations by the end of the Foundation Stage in their communication, language and literacy skills, because of their exceptionally low starting points. There are close links with the many pre-schools in the area and very good links made with parents before children start school. This allows children to settle quickly and fosters familiarity and confidence. Parents represented the views of many in explaining 'My child has a wonderful time. The teacher has made my daughter a happy outgoing child'. Good arrangements also ensure a smooth transition from the Foundation Stage to Year 1.

What the school should do to improve further

- Increase the number of pupils who attain average standards in reading, writing and mathematics.
- Increase the proportion of good teaching.
- Ensure all levels of management are effectively engaged in supporting better pupil progress and quality of teaching.

A small proportion of the schools whose overall effectiveness is judged satisfactory which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Most pupils' below average attainment in their standards of reading, writing and mathematics are a great concern to the leadership and management team. As a result, effective early intervention strategies are now in place. These have begun to take effect. Many pupils generally start Year 1 below average and continue to be supported by the Foundation Stage planning and activities. This effectively builds on their good start in Reception and supports pupils' good progress. Year 2 pupils' attainment in reading, writing and mathematics is below average overall. However, to support better progress, the pupils are effectively organised in ability groups for literacy and numeracy work. During these lessons, pupils' progress is satisfactory and a higher proportion of pupils than in previous years are working at levels expected nationally. Pupils with learning difficulties or disabilities are supported well throughout the school and make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' good spiritual, moral, social and cultural development is supported by good opportunities to reflect on the consequences of actions and consider their feelings. Attendance has improved to be in line with the national average. Relationships throughout the school are good. Pupils feel safe in school, and know who to approach if they have a problem. One child explained that there are 'lots of adults to help you'. Pupils' understanding of healthy living is well developed. They know about the need for healthy eating and exercise. Pupils have many opportunities to learn about people who express their faith in different ways and respect it. For instance, many children spoke with great pleasure about the 'Chinese New Year' day they had in school. Pupils

have good opportunities to raise funds for charities such as collecting coins to support a past pupil on his journey to Honduras where he volunteered to build a house. Pupils make a good, positive contribution to the community. For example, the Citizenship project in Year 2 enabled the school council to visit the Town Hall and meet the Mayor. This year sees the pupils taking part in the local carnival for the first time. Pupils' development of their personal and social skills supports their future economic well-being effectively. However, this is limited by their satisfactory progress in literacy and numeracy basic skills.

Quality of provision

Teaching and learning

Grade: 3

All teachers foster good relationships and have high expectations of pupils' behaviour. Some teachers' plans support pupils in making good progress through activities, which are practical and relevant. As a result, pupils are excited and interested in their learning. The school has effective systems to monitor where pupils are in their learning and what they need to do next. In good lessons, pupils are aware of their targets. Pupils are able to describe what they need to do to improve and work confidently. Teachers' use of this information is inconsistent across the school and as a result, lesson plans are not always detailed enough to meet the learning needs of all pupils. This leads to insufficiently challenging work and pupils not being clear about their task and making less progress than they should.

Curriculum and other activities

Grade: 3

The school has made effective changes to the curriculum. Most lessons are focussed on supporting pupils' practical skills. There is a strong emphasis on communication and role-play. This approach is still in the early stages of development and not consistently implemented. Consequently, it does not match all pupils' needs. Information and communication technology (ICT) effectively promotes pupils' skills especially in Year 2. Provision for vulnerable pupils and those with learning difficulties or disabilities is good. There is effective additional provision for music lessons from a specialist teacher who teaches all classes. The curriculum is enriched well through the organisation of a variety of visitors and visits. For example, circus artists and a nurse from the Royal Navy. The school provides a good range of extra curricular clubs. These include the 'eco-group', arts club and football club. These clubs and activities support the children's enjoyment and achievement as well as adding successfully to social cohesion.

Care, guidance and support

Grade: 3

There are robust and secure systems to ensure pupils' health and safety. Pupils who are vulnerable or who have learning difficulties or disabilities are supported well by the school and are generally happy and well behaved. Because of the school's effective work with other agencies, pupils' progress is satisfactory overall. Parents and families are effectively supported. There are well-established home-school links for pupils starting school. Academic guidance and support for pupils is inconsistent across the school. There are targets in pupils' books and most teachers provide helpful guidance in their marking of work. However, targets are not always specific or challenging enough to support good progress. Some marking although positive, does not provide pupils with support for further improvement.

Leadership and management

Grade: 3

The headteacher, ably supported by the assistant headteacher regularly monitor the quality of teaching and pupils' progress. The governors are aware of the school's strengths and weakness. They are now able to hold the school to account effectively. The subject managers and year leaders provide satisfactory support in this work and there are now suitably challenging targets in place. Middle managers know what to do to raise pupils' standards of attainment and have implemented some effective strategies for supporting pupils to catch up. However, the monitoring and evaluation process is not sufficiently rigorous to have a significant impact on all pupils, all of the time. The school has fostered good partnerships with support agencies and other outside organisations.

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Annex A

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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

12 March 2008

Dear Children

Inspection of Leesland Church of England Controlled Infant School, Gosport, PO12 3NL

Thank you for your friendly welcome when we visited your school. We enjoyed talking with you, seeing you in your lessons and watching one of your assemblies.

We think that your school does some things well. Your headteacher and staff know the school and work hard to make improvements. It is getting better all the time. There are some lessons that are not always as good as they could be. These lessons do not help you to learn as much as you could know by the end of Year 2. Your headteacher knows how to make these lessons better and with the staff is looking at ways of making them even more interesting and exciting to help you learn more. We were very impressed with your behaviour and the way you get on with each other. We particularly liked the way you helped to change the name of the staff that help you at lunchtime to 'Lunch Ladies'. We also enjoyed your lovely school grounds and garden, which you look after and play so well in.

We have asked your teachers to improve three things about your school. The first is to help more of you learn and do even more by the time you leave Year 2. The second is for your teachers to plan and teach even more interesting and exciting lessons. The third is to ask your headteacher, assistant headteacher and other teachers who lead, to regularly check that you are learning as much as you can and that most of your lessons are good.

You all can help your teachers by carrying on working as hard as you can and continuing to behave so well.

Thank you once again and best wishes to you all.

John Seal

Her Majesty's Inspector