

# Bidbury Infant School

## Inspection report

---

<b>Unique Reference Number</b>	116084
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326327
<b>Inspection date</b>	13 July 2009
<b>Reporting inspector</b>	Beryl Richmond

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 (total)	155
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Harper
<b>Headteacher</b>	Mrs Jacqueline Jones
<b>Date of previous school inspection</b>	25 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fraser Road Bedhampton Havant PO9 3EF
<b>Telephone number</b>	02392 483336
<b>Fax number</b>	02392 486815

---

<b>Age group</b>	4–7
<b>Inspection date</b>	13 July 2009
<b>Inspection number</b>	326327

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues.

- To what extent the school is improving its provision for reading, writing, speaking and listening so that, in particular, boys acquire literacy skills at a faster rate.
- How rigorously pupils' progress is tracked so that they are provided with challenging targets and/or timely support.
- The impact of leadership and management at all levels on pupils' achievement.
- The quality of the school's provision to promote community cohesion.

Evidence was gathered from: observation of lessons; discussions with staff, pupils and governors; the school's documentation; the results of national assessments; samples of pupils' work; and questionnaires returned by parents.

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

## Description of the school

Bidbury Infant is a small school. The proportion of pupils known to be eligible for free school meals is just below the national average. The vast majority of pupils are of White British heritage and very few are learning English as an additional language. About 40 per cent of pupils have learning difficulties and/or disabilities, which is twice the national average. The main needs relate to severe and moderate learning difficulties and, to a lesser extent, behavioural and emotional needs. These pupils are taught in a Nurture Group for part of the day. Almost half of the pupils do not live in the school's catchment area. The school provides for children in the Early Years Foundation Stage in two Reception classes, which operate as a unit. The privately run Bidbury Pre-school operates from a classroom in the school building and is inspected separately. The headteacher joined the school in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bidbury Infant is a good school. Some aspects of its work are outstanding. Excellent care, guidance and support lead to pupils developing exceptionally well personally. Achievement is good because of an outstanding curriculum, consistently good teaching and learning and because each child's needs are provided for very well, including for the few pupils who have difficulty managing their behaviour and emotions. The school knows its strengths and areas for improvement extremely well, is not complacent and seeks to improve further. There are excellent links with a wide range of organisations and agencies to provide for pupils' welfare and learning. Parents are very pleased with the school's work and are overwhelmingly supportive. The school has plans to build on these excellent partnerships even further by involving parents more in their children's language development. A typical parental comment is, 'This school is fantastic to be blunt. I have always been listened to, asked my opinions and felt welcome. The staff are brilliant; they always have time for both children and parents'.

The headteacher and deputy headteacher form a strong partnership and provide excellent leadership. Their vision permeates all of the school's work. High expectations relating to every aspect of the school are apparent in the high quality of planning, display and resources. Teamwork is very strong, with everyone playing their part in the success of the school by checking what the school provides so that improvements can be made. Governors monitor the school's work, for example by asking searching questions about the school's performance, and are very supportive. Taking into account the strengths in the school's provision, including its proven record in improving the quality of teaching and learning, and the impact of leaders and managers on pupils' achievement, the school is extremely well placed to improve further.

Standards in mathematics, reading and writing were average by the end of Year 2 in 2008. Although boys progress well, their standards were below those of girls. Girls' standards were close to the national average for girls, while boys' standards were below those of boys nationally. Indications are that levels of attainment in Year 2 are slightly lower this year. This is because there is a very high proportion of pupils who have severe learning difficulties in this year group. Although these pupils are provided with excellent support, including in the Nurture Group, and they progress well, their levels of attainment remain below those expected for their age. The more able pupils have generally met their targets. Learning support assistants play a key role in ensuring that pupils who have severe and moderate learning difficulties achieve in line with other pupils. Challenging targets are set and younger pupils are on track to achieve at a higher level at the end of Year 2.

Improvements in the way that letters and sounds are taught are having a positive impact, with pupils making better progress. Pupils enjoy lessons because they have opportunities to work practically and be physically active. Teachers have high expectations of achievement and behaviour so that learning takes place at a good pace. The excellent curriculum gives pupils opportunities to write in a wide range of contexts, which are meaningful for them. Drama, role play and opportunities to discuss work with partners are contributing to an improvement in pupils' literacy skills but the full impact of this work is yet to be seen in improved standards, particularly those of boys. Male volunteers are good role models who actively promote an enjoyment of reading. The curriculum appeals to both boys and girls and their ideas are sought in order to allow them to follow their own lines of enquiry. They have enjoyed, for example, topics like 'Places Near and Far' that has included a visit to Southsea. There is a strong emphasis on problem solving. Typically, pupils say 'I like school because we do lots of exciting things'.

Pupils' enjoyment is excellent. As one parent said, 'Our daughter literally skips in and out of school'. Despite the school's best efforts, attendance is just below average. Most absence is due to term-time holidays. Pupils are physically active and understand very well how to stay healthy and safe, including knowing who to speak to if they are worried about anything. Pupils' spiritual, moral, social and cultural development is outstanding. They relish taking on responsibility as school council members and actively raise money for charities. Pupils' attitudes to learning are very good. This, together with their competent basic skills and excellent personal development, means that pupils are well prepared for the next stage in their education.

Pupils have a good understanding of what they need to learn in order to improve. Feedback from pupils to teachers and vice versa is embedded in classroom practice through systems like 'thumbs up thumbs down' and red and green feedback cards. In a lesson on direction in mathematics, Year 2 pupils developed their own success criteria as a class, taking very good account of what they had learnt earlier in the lesson.

The school is at the heart of its community and seeks to make sure that all families feel welcome and included in the life of the school. Links have been made with communities in Africa and Australia, but the school recognises that it needs to make stronger links with other communities so that pupils have a better understanding of life in diverse British society.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children's starting points are well below those expected for their age, particularly for boys, in language and personal development. A good start to school in the Reception classes means that children achieve well and begin to catch up to expected levels by the end of the year, although standards remain below average, particularly so for boys. Children settle happily into school because of a strong, nurturing environment and positive links with their pre-schools and parents, including 'Stay and Play' sessions. Teaching and learning are good. There is a very good focus on the development of literacy skills. In order to engage the boys, in particular, the use of TV characters like 'Ben Ten' and 'Spiderman' encourages them to want to write. They also have tool belts and toolboxes with mark-making resources so that they can write whenever they want to. The immediate display of writing is given a high priority. All this means that children want to write.

The Early Years Foundation Stage is managed well. Teamwork is strong. Staff plan an exciting, interesting curriculum. They are knowledgeable and know when to support or challenge the children, who learn effectively in groups and also through following their own curiosity. Regular assessments contribute to each child's learning diary. Outdoor provision is extensive and reasonably well equipped. The school has in place a five-year development plan to improve it as funding becomes available, so that there is a wider range of equipment and a cover so that children can learn and play outdoors whatever the weather. Staff care for the children exceptionally well and relationships are very good. Consequently, children's personal development is good and they behave well. Skills of independence are promoted well, although a small minority of children still find it difficult to sustain their interest in an activity for a reasonable time.

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

- Accelerate boys' progress in literacy in order to raise standards.
- Provide more opportunities for pupils to learn about diverse communities in Britain.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 July 2009

Dear Pupils

Inspection of Bidbury Infant School, Havant, PO9 3EF

Thank you very much for helping us during the inspection, particularly by talking to us about your school. We were very impressed by your friendliness and politeness. You go to a good school.

These are some of the best things about your school.

- Your headteacher and deputy headteacher lead your school exceptionally well. Other staff and the governors play an important part by checking up on everything that the school does to make sure that it is as good as possible.
- You achieve well so that by the time you leave this school, you are well prepared for your next school.
- Your behaviour is good. Your classrooms are pleasant places to learn in and you have excellent relationships with adults in school.
- Your school has some excellent links with many other organisations, which provide interesting opportunities for you to learn.
- Your school has strong links with your parents so that they are involved in your learning and it is planning to ask your parents to help you, particularly with learning new words and with being able to speak more confidently.
- Adults take very good care of you and ensure that if you need help, you know who to talk to if you are worried about anything.
- You are developing exceptionally well personally and understand very well how to stay healthy and keep safe. You contribute well to your school community, for example, as members of the school council.
- Children in the Reception classes made a good start to school.

We have asked your school to help you, particularly the boys, to improve your reading and writing skills more quickly. Also, we have asked your school to establish stronger links with other schools in other parts of Britain so that you can learn about their lives and share with them how you live.

We enjoyed our visit to your school and would like to send you our best wishes for your future success.

Yours faithfully

Beryl Richmond

Lead Inspector