

# Glenfield Infant School

## Inspection report

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<b>Unique reference number</b>	116115
<b>Local authority</b>	Southampton
<b>Inspection number</b>	395601
<b>Inspection dates</b>	14–15 June 2012
<b>Lead inspector</b>	Keith Sadler

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 of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Joyce
<b>Headteacher</b>	Joanne Dorricott
<b>Date of previous school inspection</b>	21–22 May 2009
<b>School address</b>	Rossington Way Bitterne Southampton SO18 4RN
<b>Telephone number</b>	02380 227966
<b>Fax number</b>	02380 234143
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<b>Age group</b>	4–7
<b>Inspection date(s)</b>	14–15 June 2012
<b>Inspection number</b>	395601



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## Introduction

Inspection team

Keith Sadler

Additional inspector

Christine Pollitt

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 16 lessons led by 11 different teachers or practitioners, totalling approximately eight hours of observation. They held meetings with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; school development plan; leaders' monitoring records; and pupils' work. The questionnaires completed by 69 parents and carers, together with others from staff, were analysed and their responses taken into account.

## Information about the school

Glenfield is a smaller than average-sized school catering for Reception-aged and Key Stage 1 pupils. A large majority of pupils are of White British heritage, although a few and growing number are from a wide range of other backgrounds, which are mainly eastern European. The proportion of pupils that speaks English as an additional language is above the national average. The proportion of pupils known to be eligible for free school meals is double the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.

The school provides after-school care through *The Crazy Kids Club*. It is managed by the governing body and is included in this inspection. The school has gained Healthy Schools status.

The school is moving towards being three-form entry. Currently, the school has three classes of Reception-aged children and there are two classes for each of Years 1 and 2. There will be three Reception and Year 1 classes in the next academic year.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not outstanding because, although there is some outstanding teaching, most is good. As a result, pupils make good rather than outstanding progress.
- Pupils achieve well in all three year groups. The school is particularly adept at ensuring that disabled pupils and those who have special educational needs make good progress. Standards are average and improving in reading, writing, and mathematics. The proportion of pupils gaining the higher levels is strengthening, particularly in reading and writing. In mathematics, standards are held back because pupils' skills in practical mathematics are not sufficiently strong.
- Teaching is good overall. There are inconsistencies and, although an increasing number of lessons are outstanding, a few are satisfactory. Teachers are skilled in managing the pupils and classrooms have a calm and purposeful atmosphere. Planning is detailed and, in most lessons, activities are challenging for all groups of pupils. Although most marking is thorough, pupils are not always clear about what they have to do to improve, particularly in mathematics.
- Behaviour is good. Pupils learn in a happy, secure and caring environment that helps them to feel safe. Pupils' positive attitudes are not reflected in their levels of attendance, which are average.
- The leadership and management of the headteacher are outstanding, but leadership and management is good overall. She is supported well by the senior staff. The accurate understanding of the school's provision and pupils' progress is gained from thorough and comprehensive monitoring procedures. There is effective leadership of teaching, which is evident in the robust performance management procedures. The procedures give rise to well-conceived continuing professional development opportunities, which are linked well to the school development plan. Even so, there remain too few opportunities for staff to learn from best practice in the school.

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## What does the school need to do to improve further?

- By April 2013, improve the quality of teaching and learning so that much is outstanding by:
  - strengthening pupils' skills in practical mathematical activities
  - removing inconsistencies in the quality of teaching by sharing best practice in the school
  - ensuring that pupils are clear about what they have to do to improve, particularly in mathematics.
  
- By September 2013, raise pupils' attendance to above-average levels.

## Main report

### Achievement of pupils

On entry to the Reception classes, children's skill levels are much below those expected for their age. Because provision is of good quality and the staff take particular care to ensure that the promotion of the children's welfare lies at the heart of their provision, children settle quickly and soon become confident in their learning. Their good achievement is promoted well by the rich range of stimulating activities, such as the Olympics-based theme during the inspection. Children enjoyed using ribbons to perform rhythmic dances and receiving certificates. They wrote books about the Olympics and thoroughly enjoyed checking how well they did compared to others in their races. The good teaching and provision enable most children to reach the expected goals on entry into Year 1.

Attainment is broadly average by the end of Year 2 in reading, writing, and mathematics. The school's data show that progress is good in Years 1 and 2 and this is confirmed by inspection findings. The school's successful concentration on strengthening the attainment of more-able pupils has resulted in a larger number of them attaining the higher levels in reading and writing at the end of Year 2. In mathematics, pupils' calculation skills are good. However, the application of those skills in problem-solving activities is less secure. Different groups of pupils, including boys and girls, make similar progress in both year groups. The close attention and support provided to the increasing number of pupils who enter the school speaking little English ensure that these pupils acquire sufficient language skills quickly to enable them to progress well. There is strong provision for disabled pupils and those who have special educational needs. It is assured by the quick identification of any pupils in danger of slipping behind and the provision of well-founded individual learning programmes for them.

Parents and carers are unanimous in saying that their children make good progress and these views are confirmed by inspection findings. Some whose children have

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social and emotional difficulties wrote fulsome comments about the nurture group arrangements that their children attend. The groups, including one-to-one sessions by highly skilled teaching assistants, ensure that those pupils make good progress also and develop positive self-esteem and confidence.

Standards in reading have been boosted by recent arrangements to ensure that the teaching of letters and sounds is approached systematically throughout the school. Consequently, children in the Reception classes make confident attempts to sound out words. Those skills are also reflected in their writing. For example, children enjoyed writing lists of animals that lay eggs and less-able pupils made phonetically plausible attempts at writing complicated words, such as crocodile and dragonflies. By the time that they reach Year 2, standards are average and pupils enjoy reading longer texts. More-able pupils, for example, are able to explain why they prefer some authors, such as Roald Dahl. As one pupil said, 'There are lots of adventures and he uses very good words and we try to spot them.'

### Quality of teaching

Almost all parents and carers said that their children are taught well. Although there are a few instances of satisfactory teaching, most teaching is good or better. The leadership and management of teaching are good. Senior staff are rightly focusing on removing inconsistencies in teaching. Leaders are aware that opportunities for staff to share their practice have improved the general quality of teaching and recognise that more opportunities could be provided for staff to learn from each other.

The very positive relationships between adults and pupils provide the basis for a positive learning environment. Lessons are planned particularly well and provide interesting activities that are matched to the pupils' learning needs effectively. Teachers' questioning skills are good. Questioning is targeted well to check pupils' understanding and encourages them to extend their thinking. Learning is consolidated and developed well by the many opportunities that are provided for pupils to discuss their learning with each other or in small groups. Disabled pupils and those with special educational needs make good progress because they are taught well, both in the classroom or when withdrawn for teaching in smaller groups. Skilled teaching assistants support those pupils well and, because they are trained well in the many intervention programmes that the school uses, the pupils enjoy learning.

Reading is taught well. The teaching is systematic and matched well to pupils' skills. Links to reading and writing in the Reception classes are promoted throughout the day in both indoor and outdoor activities. In other year groups, literacy skills are promoted well through a range of subjects. For example, in a successful Year 2 lesson in which pupils focused on improving sentence construction, the teacher captured their interest with a video clip of *Baboon on the Moon*, part of their topic theme. The pupils chose to write either a diary or letter and, because the context was interesting and engaging, they produced high-quality work. The more-able

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pupils' work met the level expected of pupils at the end of Year 4.

Pupils say that they enjoy school and learning. 'Our teachers help us when we get stuck. We really like the work when it is hard.' Marking, usually, provides helpful pointers for improvement because it is generally thorough. The school's policy of using green and pink markers to celebrate completed work and to identify next steps is clear in literacy work, but less so in mathematics, where there is insufficient guidance for pupils.

### **Behaviour and safety of pupils**

Behaviour is consistently good. Most pupils, parents and carers agree with this view. The school's behaviour records show that it has been consistently good since the previous inspection. Adults manage pupils' behaviour well through the constant application of the school's behaviour policy. Pupils understand and appreciate the opportunities to 'peg up' and they know also that the consequence of poor behaviour will lead them to be 'pegged down'. Consequently, they, usually, concentrate well and, when working independently, they are not distracted.

Parents and carers wrote appreciative comments about the good-quality after-school club. Pupils say that they feel safe because they are confident that the staff will care for them and will help to resolve any problems they may have. The effective programmes for supporting pupils whose circumstances may make them vulnerable are a particularly strong feature of the school. Through the curriculum, pupils develop an understanding of possible dangers and how to deal with them. Year 2 pupils, for example, proudly and accurately, role-played a telephone conversation when they dialled 999 because one of their parents was injured at home. Pupils and their parents and carers say that the very few instances of bullying and any unpleasant words or actions are dealt with effectively.

Attendance has been at low levels for the past few years. As a result of the successful effort to boost attendance, the number of persistent absentees has been reduced. Even so, current attendance is barely average and both senior leaders and the governing body are aware that attendance is not high enough.

### **Leadership and management**

The headteacher's highly effective leadership provides very clear direction for the school's work, the close teamwork of all the staff and the continuing improvement in provision and pupils' achievements. Senior leadership has been strengthened to ensure good support for the headteacher. Together, senior leaders provide close and comprehensive monitoring of the school's performance and they are supported well by middle leaders. The arrangements continue to be refined and embedded as the school increases in size. The staff's professional development targets and training opportunities are aligned very closely with the school's improvement planning goals. That has resulted in a well-founded and comprehensive training programme, which has improved provision. For example, training opportunities have enabled the

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effective teaching assistants to be increasingly effective in their support of pupil's reading and writing skills and also their social and emotional development. Taken together, the impact of leadership and management is positive and demonstrates the school's capacity to secure improvement.

The curriculum is planned well and staff make good links between subjects. Pupils say that they enjoy the topics and themes thoroughly, such as the Olympic week. The topics and themes are successful because they build on the pupils' interests. Pupils' spiritual, moral, social, and cultural development is promoted well through assemblies and the personal and social programme. In addition, teachers' daily promotion of positive personal qualities, their high expectations, and the regular opportunities they provide for paired and collaborative work, promote pupils' social development well.

The school promotes equality of opportunity well, as is seen in the good progress made by all groups of pupils and the chances all pupils have to take responsibility. Discrimination of any kind is not tolerated. Taken together with the effective promotion of equal opportunities, that demonstrates the school's commitment to ensuring that all pupils are included in the school's provision.

The governing body is effective in ensuring that pupils are kept safe and that all regulatory child-protection and staffing vetting procedures are securely in place. It ensures that its monitoring role is supported by regular visits to the school, which enable members to have first-hand understanding of the school's performance. Consequently, it is able to hold the staff to account.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2012

Dear Pupils

### **Inspection of Glenfield Infant School, Southampton, SO18 4RN**

Thank you for helping us and making us welcome when we visited your school. We enjoyed talking with you about your learning. We enjoyed your singing assembly particularly. We thought your singing was beautiful. You are happy and safe at school. You behave well and are keen to learn.

You go to a good school where you make good progress in your learning because teaching is good. You find lessons enjoyable because your teachers give you lots of interesting activities to do. Your teachers also make sure that you work and play well together because they care for you very well.

Your headteacher leads your school very well. She is supported well by your deputy headteacher and all the other staff. Your headteacher wants your school to be even better. We have asked her and the staff to do this by:

- giving you more chances to do practical mathematics activities
- helping teachers learn from each other by watching other lessons in the school
- ensuring you know what you have to do to improve your work, particularly in mathematics
- making sure that you all attend school more regularly.

You can help by continuing to work hard and also making sure that you attend school unless you are poorly.

Yours sincerely

Keith Sadler  
Lead inspector (on behalf of the inspection team)

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