

Eling Infant School

Inspection report

Unique Reference Number	115955
Local Authority	Hampshire
Inspection number	357852
Inspection dates	21–22 June 2011
Reporting inspector	Peter Clifton

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Jon Sawyer
Headteacher	Beverly Smith
Date of previous school inspection	17 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed six teachers. Meetings were held with members of the governing body, staff and pupils. The inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at documentation, including development planning, monitoring information, evidence of safeguarding procedures and pupils' books. They analysed 39 responses to the parental questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's information about the progress and learning of different groups of pupils, particularly any differences between boys and girls and in writing and mathematics.
- How well work challenges different groups of pupils and the use of questioning to promote thinking.
- How well targets are used by pupils to help them assess their own work and set personal goals.
- How rigorously leaders identify and prioritise actions to improve pupils' learning and progress, including the success of initiatives to improve writing and the use and application of skills in mathematics.
- How successfully leaders are improving attendance.

Information about the school

This is a much smaller than average-sized school of its type situated on the outskirts of Southampton. There are four classes, comprising a separate Reception and three mixed-age Year 1 and 2 classes. The proportion of pupils who are known to be eligible for free school meals is above average. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. Their main difficulties relate to learning, social and/or behavioural difficulties. The school runs a daily breakfast and after-school club. The school manages the on-site Children's Centre that was not part of this inspection. The school has the 'Gold Mark' award for sports.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Eling Infant is a good school where pupils' attainment is above average and both boys and girls make good progress from their different starting points. Pupils with special educational needs and/or disabilities make good progress in their learning because teachers plan well to meet their needs in lessons, and additional support to improve basic skills is very effective. Pupils have responded exceptionally well to the school's initiatives to eat healthy foods and take regular exercise. Older pupils know that this is important for their future well-being. The 'cook and eat' programme promotes healthy food choices at home. Pupils' very positive attitudes to learning are demonstrated in the way they work independently in groups, helping each other out, for example, to solve problems in mathematics. Their behaviour is good and during lessons it is sometimes outstanding. Pupils say they feel very safe in school and their parents and carers agree. In the past, the attendance of pupils has been consistently well below average. The headteacher and other leaders have taken firm action through working with individual pupils, parents and carers, and attendance is now rapidly improving and is currently broadly average. The school rightly recognises that persistent absence is still a problem for a few pupils.

Activities are well planned to meet the needs of different groups of pupils. In all classes, teachers use questioning well to promote thinking. In science, for example, questioning was used effectively to develop pupils' understanding about fair testing. In mathematics, teachers set challenging problems requiring pupils to use their mental mathematics skills; older pupils in Year 2 tackle these confidently. Pupils have helpful personal learning targets in English, mathematics and science which they refer to in lessons. However, they are not as broad as could be, particularly to promote the higher levels of attainment, and pupils are not yet assessing their own work in depth so that they can strongly direct learning for themselves. In Reception, letters and their sounds are taught securely but a few children find it difficult to use this information to help with reading and writing. Leaders have rightly identified that they need to work even more closely with these children to improve their language and communication skills.

The headteacher's leadership of the school is firmly established. New initiatives are fully implemented by staff and carefully evaluated. Leaders have securely maintained and built upon the good and outstanding areas identified when the school was last inspected. Improvements in mathematics are firmly embedded. More recent developments to improve writing are beginning to strengthen progress. Self-evaluation is strong and the school demonstrates a good capacity for sustained development.

What does the school need to do to improve further?

- Work even more closely with families to improve attendance and reduce persistent absence.

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- Improve pupils' self-assessment so that they can have a stronger role in directing learning for themselves, especially for those working at the higher levels.
- Strengthen the language and communication skills of the youngest children by ensuring that interventions are even more closely targeted to meet their individual needs.

Outcomes for individuals and groups of pupils

2

Children typically start school with skills, knowledge and understanding that are below those expected for their age. Boys and girls make good progress in reading, writing and mathematics and, by the time they reach Year 2, attainment in all these areas is above average. More-able pupils in Year 2, for example, worked together using different ways to solve number problems up to 1,000, applying their basic skills. In their science work, Year 2 pupils investigated the best conditions for growing seeds. At the end of the lesson, they could say what they had changed and the factors they had kept the same to make it a fair test. In Year 1, the pupils asked questions about where 'customers' wanted to go on holiday and wrote out information on booking forms and tickets. This interesting activity meant that pupils learned how to use their writing skills in a 'real' situation. Pupils with special educational needs and/or disabilities make good progress, often because of the intervention of teaching assistants. For example, with a little support, pupils in Year 2 were able to give examples of sentences including similes and 'wow' words. Pupils' good basic skills ensure that they are well prepared for their next school.

Pupils are well mannered and polite. In lessons, they are keen to show what they know and understand. While they are usually considerate towards each other, there are a few instances of boisterous behaviour at lunchtimes. Pupils' good understanding about how to keep themselves safe includes awareness of road safety and the importance of rules during visits and trips. They are confident that any concerns will be listened to by adults. Pupils like trying out new foods and many drink water regularly throughout the day. High take-up of additional sporting activities, for example, is recognised in the award of the sports 'Gold Mark'. The school council provides a clear voice for pupils to express their views. Strong links with the local community were demonstrated through involvement in the Chinese New Year. Pupils paraded a Chinese dragon through the local streets, supported by parents, carers and governors. Pupils consider how art can make you feel by looking at famous pictures, for example Van Gogh's 'Sunflowers'. Pupils are open to having their views changed from discussion and listening to each other. Pupils develop well the skills they will need in the future by their good teamwork, their good acquisition of basic skills in communicating, numeracy and literacy, as well as by their strongly improving attendance.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are very effective in keeping pupils challenged, interested and motivated. The atmosphere in all classes is purposeful and pupils show a good deal of enjoyment in their work. In mathematics, planning to meet the needs of different groups of pupils is particularly strong and this has been a key reason for the accelerating progress. Questioning consistently requires pupils to think carefully about what they understand and give reasons and explanation. There are plenty of opportunities given for them to explore their ideas with each other. Occasionally, pupils' learning is not moved on quickly enough, for example when groups are held together for too long in literacy. Pupils are regularly reminded to think about their individual targets. However, these are not being used to their fullest extent. Targets are sometimes too superficial and there are insufficient opportunities for pupils to assess their own work in depth and identify new learning goals. The programme used to develop basic number skills enables pupils with special educational needs and/or disabilities to make impressive gains.

The curriculum is well planned and promotes good levels of imagination and creativity. Topics enable pupils to have memorable experiences. Nurture provision provides a supportive environment for pupils to develop key skills. Use of the local community enriches the experiences, for example through farm visits and the local church. The visit to the local council enabled pupils to take part in a real-life debate about decisions to be made concerning a local splash pool. Breakfast club provides a calm and supportive start

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to the day ensuring that pupils are ready to learn. The after-school club is very welcoming. Pupils play together happily or read and discuss books with staff.

Attendance is tracked carefully and awards are given for coming to school very regularly. Frequent meetings are held to follow-up on any reasons for persistent absence, involving different external agencies. Attendance has strongly improved over the last year, but there is still more to do to meet the school's targets in this area. There are very strong links with the on-site Children's Centre and frequent contact with partner junior schools to ensure that pupils are confident about moving on. Staff demonstrate that they know pupils well as individuals.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team has promoted a culture of change, and improvement is based on an accurate evaluation of strengths and weaknesses. The governing body is well led and provides a strong challenge to the headteacher based on a good understanding of strengths and weaknesses. Members of the governing body have, for example, asked searching questions regarding improvements made in mathematics. Safeguarding duties are met well. Staff have been well trained in child protection and all the required checks are made. External agencies are used well where necessary to support pupils with specific needs. The home-school agreement, covering information about attendance, has been recently strengthened.

The provision to secure equal opportunities and tackle discrimination is good. Leaders track the progress of individual pupils and groups across the school very regularly. Improvements in provision ensure that differences in the performance between different groups are quickly identified and effective strategies are put in place to tackle them. Pupils from different backgrounds in the school work together harmoniously. The school has carried out a thorough audit of how well it promotes community cohesion, and is well on the way to implementing planned actions for improvement. Leaders have forged links with a contrasting school in the local area and further afield in Hong Kong to widen pupils' understanding about diversity. Visitors come into the school to celebrate their different cultures and backgrounds with the pupils.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the school with relatively weak communication, language and literacy skills. They make good progress from their different starting points and by the time they enter Year 1 most have broadly reached the expected levels. The outside learning area is well set up to promote all areas of learning and used regularly throughout the day. The children enjoy buying and selling real fruit and vegetables in the market shop, making 'animal' pictures using parts of a deconstructed computer and exploring in the growing area. They choose activities confidently, and happily chat about what they are doing, showing that they feel very safe and secure. At the end of the morning, they help to clear away and tidy up.

In more formal teaching, children confidently identify the different letters and their sounds. However, a few find it difficult to apply their understanding to independently read and write simple words because activities are not yet sufficiently fine-tuned to their individual needs. More-able children remind each other about using finger spaces when constructing simple sentences. Staff work very closely and track children's development through records and individual learning journals. They ensure that children are provided with a warm and welcoming environment.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Returns indicate a strong level of satisfaction with what the school provides. Parents and carers appreciate the school family atmosphere and friendly and dedicated staff. One parent comments about the additional help provided through the 'numbers count' programme, saying this has had 'an amazing effect'. There are few negative comments and no overall pattern expressing any concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eling Infant School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	74	9	23	1	3	0	0
The school keeps my child safe	28	72	9	23	2	5	0	0
My school informs me about my child's progress	21	54	16	41	2	5	0	0
My child is making enough progress at this school	25	64	12	31	2	5	0	0
The teaching is good at this school	26	67	10	26	2	5	0	0
The school helps me to support my child's learning	23	59	14	36	2	5	0	0
The school helps my child to have a healthy lifestyle	22	56	16	41	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	56	15	38	1	3	0	0
The school meets my child's particular needs	25	64	12	31	2	5	0	0
The school deals effectively with unacceptable behaviour	13	33	17	44	4	10	0	0
The school takes account of my suggestions and concerns	17	44	19	49	2	5	0	0
The school is led and managed effectively	24	62	11	28	3	8	0	0
Overall, I am happy with my child's experience at this school	28	72	8	21	3	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



23 June 2011

Dear Pupils

Inspection of Eling Infant School, Southampton SO40 9HX

Thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. You told us that you enjoy coming to school, and feel safe when you are there. You go to a good school and here are some of the things we particularly liked about it.

- Individual support through 'numbers count' is helping you to improve well.
- You know a great deal about healthy eating and are very keen on sport and being active.
- You work very well with each other in lessons, for example to solve problems in mathematics.
- Your teachers help you to learn a lot by asking questions.
- You are given work which is helping you to learn well.
- Your headteacher keeps a very careful eye on how well you are doing in reading, writing and mathematics.
- Your teachers work well together to help you with your learning.

To help you make even faster progress, we have asked your headteacher to work more closely with your families to help you improve your attendance. We have also asked them to make sure you have better opportunities to assess your own work so that you can work out for yourselves what you need to do to improve. Your teachers are doing a lot to help the youngest of you to improve your speaking, reading and writing skills. We have asked them to make sure these are even better.

All of you can help your teachers by coming to school as regularly as possible so that you do not miss opportunities to learn.

Yours sincerely

Peter Clifton

Lead inspector

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