

# Fryern Infant School

## Inspection report

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Unique Reference Number	115968
Local Authority	Hampshire
Inspection number	312126
Inspection dates	9-10 December 2008
Reporting inspector	Janet Sinclair

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

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Type of School	Infant
School category	Community
Age range of pupils	5-7
Gender of pupils	Mixed
Number on roll	
School (total)	118
Appropriate authority	The governing body
Chair	Mr Richard Fudge
Headteacher	Mrs Veronica Stoodley
Date of previous school inspection	18 April 2005
School address	Oakmount Road Chandler's Ford Eastleigh SO53 2LN
Telephone number	02380 265 931
Fax number	02380 273 624

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Age group	5-7
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school's Early Years Foundation Stage (EYFS) comprises two classes. Due to the school's small size, the Key Stage 1 year groups are combined in mixed-age classes. The proportion of pupils with learning difficulties and/or disabilities is average. These pupils' needs are varied and include moderate learning, speech and communication difficulties. Pupils are mainly White British. A few pupils are from minority ethnic backgrounds and a small number are at an early stage of learning English as an additional language. Since the last inspection, a new headteacher and deputy headteacher have been appointed. The school has Enhanced Healthy Schools status and the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade: 2

This is a good school. It has some outstanding features. The school is a very happy and friendly place where pupils receive exceptional care. As a result, their personal development is outstanding and this is evident in their enjoyment of school and their very positive attitudes to learning. The headteacher provides strong leadership with a clear focus on giving pupils the very best start to their education within a supportive learning environment. Parents know this and fully appreciate what the school does. This comment sums up the views of most parents, 'The school has a dedicated and enthusiastic staff who are always willing to listen. My child loves this school and it is very evident that she is learning every day.'

Children get off to a good start in the Reception classes because the EYFS staff work well as a team and have created a stimulating learning environment for them. The majority of children join the Reception year with skills and abilities that are below and sometimes well below those expected of four-year-olds, particularly in language and communication. By the end of Year 2 standards are in line with the national average, and this represents good progress in relation to pupils' starting points. Given their capabilities, pupils of all abilities and backgrounds achieve well. This is due to improvements in provision, good teaching and very good care, all of which help to engage pupils in their learning. Teachers plan and organise lessons well and give good attention to pupils' differing learning needs so that pupils are motivated and keen to learn. However, teachers do not always use questioning effectively to develop and extend pupils' ideas and this limits their progress. Marking, although regular, does not clearly show pupils what they need to do to improve and this hampers their ability to be involved in making their work better.

There is a wide range of topics, visitors and special events plus regular opportunities for pupils to be fully involved in planning their own learning. These enhance the school's good curriculum and make a positive contribution to pupils' personal development. In addition, the pupils benefit from the very good opportunities they have to show initiative and to collaborate with others. Pupils make a very good contribution to the community through their involvement in making the school better. Their impact, over time, can be clearly seen in the fort and playhouse in the playground, which has increased pupils' enjoyment of break times.

Pupils know that they are valued and thrive within the very caring ethos of the school. The school tracks pupils' progress systematically, ensuring that they get effective support if needed. This ensures that they make good rates of progress across the school. Although pupils are involved in assessing their learning in several ways, they do not have individual targets for their learning so they are not fully involved in improving their work.

Leadership and management are good overall. The headteacher has an excellent understanding of the school's strengths and areas for development and gives clear educational direction to its work. She is well supported by her deputy headteacher, the governors and the whole staff team. Subject leaders, though enthusiastic and motivated, are still developing their roles. However, they are beginning to monitor their subjects in a more rigorous way. This is helping to give them a clearer understanding of where further improvements are needed.

Although there has been a change of leadership since the last inspection, the good features noted have been maintained and in some aspects improved, especially the rigour in monitoring pupils' progress. With the strong leadership of the headteacher, deputy headteacher, and the willingness of all staff, there is a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

Grade: 2

The excellent induction children receive helps them to settle into school routines quickly, enabling them to be confident and motivated learners. They make good and sometimes very good progress across all areas of learning so that most are working within the expected levels for their age on entry to Year 1, except in communication and language, which is below the expected level. This good progress is due to a stimulating, well-planned learning environment and very good

attention to children's personal and social needs. Consequently, children enjoy their learning and through choosing their own activities, they develop a good level of independence and sustained involvement. Very good use is made of the outside environment as an integral part of learning. Children particularly enjoy the space to organise their own game of, for example, 'What's the Time Mr Wolf?'. Teachers carefully plan activities to ensure coverage of all the EYFS areas of learning. However, they do not always provide tasks that are tailored to all the children's needs and this sometimes slows their progress. The welfare of children is promoted extremely well in a safe and secure environment. As a result, all children, including those who are vulnerable or find learning difficult, thrive and improve their confidence and self-esteem. Effective assessments are used to ensure staff are clear about planning and the next steps in children's learning. The EYFS is very well managed with a strong emphasis on enabling children to become independent learners.

## What the school should do to improve further

- Improve teachers' questioning, marking and target-setting to extend pupils' learning and thinking, and to help them improve their work and reach their learning targets.
- Develop the role of subject leaders so that they have greater involvement in monitoring standards and pupils' performance.

## Achievement and standards

**Grade: 2**

Standards are broadly average. Achievement across the school is good. In 2008, national assessments show that standards were above average in mathematics and average in reading and writing. Pupils' performance and progress in reading and writing are weaker because many start school with lower levels of skill in language and communication. However, standards are rising because of the school's effective efforts to improve provision so that pupils are more consistently making good progress across classes. Teachers make good use of phonics programmes, guided and individual reading programmes, and clear planning, which involves regular opportunities for pupils to write. Accurate and robust assessments of pupils' performance are helping to accelerate rates of progress, although monitoring is not yet consistent among subject leaders. There is scope to improve pupils' writing through a greater emphasis on the teaching of punctuation and the presentation of work, which hinders overall progress. Pupils with learning difficulties make good progress towards the targets set for them due to early identification of their needs and well-targeted group or individual support.

## Personal development and well-being

**Grade: 1**

Pupils have good attitudes to work and behave extremely well. This, coupled with excellent relationships, ensures that they fully enjoy school and this is reflected in their satisfactory and improving attendance. They say that they feel very safe in school because there is no bullying and they know their teachers will help them if they need it. They know what constitutes a healthy lifestyle, happily commenting on the effect of healthy eating and exercise, quoting a variety of fruit and vegetables, drinking water and exercise such as football. Right from when they start in school pupils learn to use their initiative and make decisions about their learning. They develop a very good understanding of their rights and responsibilities through writing their own class rules, circle time and being team workers. This is reflected in their excellent spiritual, moral and social development. Cultural development is good. Pupils make an excellent contribution to the school community through the many opportunities they have to discuss and act upon what they would like to see improved. Their influence can be seen in the introduction of interactive whiteboards for use in the classrooms and the changes to behaviour management in the playground, which has resulted in extremely harmonious break times. Pupils

take on responsibilities such as being toy monitors responsible for putting out equipment at playtime. Pupils' good progress in acquiring basic skills and the many opportunities they have to be active and reflective learners prepare them well for their future lives.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teaching is good because teachers mainly plan work that is well matched to pupils' differing needs. Teachers throughout the school make good use of drama as well as a range of resources to involve pupils in their learning. Teachers manage pupils very well in a supportive and helpful manner, which gives pupils confidence in their abilities. Pupils say that teachers are friendly and help them with their work. Teachers ensure pupils are clear about what they are expected to learn and reinforce this well through checking pupils understanding at the end of lessons. However, sometimes questioning is not challenging enough and marking is not always used well enough to help pupils improve and this hinders overall rates of progress. Teaching assistants make a good contribution to pupils' learning through monitoring pupils' involvement in whole-class activities and the effective way they support small groups and individuals in lessons. They also provide good support for pupils with speech and language difficulties through the consistent use of specially designed language programmes.

### Curriculum and other activities

**Grade: 2**

The curriculum is well planned to ensure continuity in pupils' learning within the mixed-age classes. Good attention to literacy, numeracy and information and communication technology ensure pupils make good progress in developing basic skills. Some good cross-curricular links, such as using Venn diagrams for data handling in both mathematics and science, help develop pupils' skills and understanding in a relevant and helpful way. However, the overuse of worksheets limits opportunities to develop pupils' creative and organisational skills and also stifles their independent writing. The school is considering introducing Spanish, and one teacher is using it successfully with her pupils as a trial before implementing it across the school. The curriculum is enriched well through visits such as those to Marwell Zoological Park. There is a good range of clubs, such as gardening and multi-skills clubs, and special events such as 'Book Week' and 'Pirate Day', which add interest and enjoyment to pupils' learning and contribute well to their personal development.

### Care, guidance and support

**Grade: 2**

The school's very caring ethos enables pupils to thrive within a secure and supportive learning environment. Teachers know their pupils extremely well and relationships are excellent. This ensures pupils are confident of adult support should they have any worries or concerns. They feel safe in school and consider that there is no bullying. Arrangements for safeguarding pupils are robust, as are health and safety procedures. The school takes good care of its vulnerable pupils and makes effective use of outside agencies to ensure they get the help they need. Pupils with learning difficulties have clear individual education plans and a good level of support to ensure their specific needs are well met.

Effective tracking of individual pupils' attainment enables the school to monitor pupils' progress carefully. It also helps to quickly identify and support pupils who are not making enough progress. The school involves pupils well in their learning through the opportunity to express how well they are doing in lessons. However, the lack of individual targets hampers their ability to be fully involved in improving their work.

## Leadership and management

Grade: 2

Self-evaluation is built into all aspects of the school's work. It is rigorous and ensures that areas identified for improvement in the strategic plan have clear and detailed actions. Governors find this very helpful, as they know the key areas for improvement, monitor them on visits and discuss progress at governing body meetings.

Effective monitoring of teaching and learning has resulted in its consistently good quality. However, guidance for teachers on how to raise the level of their teaching further is not precise enough. Subject leaders have clearly defined roles and responsibilities and have contributed well to improvements in their subjects. However, they do not have enough involvement in monitoring standards and pupils' performance so they are not fully clear of the extent of improvement in their subjects, and their next steps.

The school has excellent links with parents and works in close partnership with them to promote pupils' well-being. Community cohesion is promoted well, developing pupils' awareness of the local communities through, for example, recycling competitions, sports festivals and performing to senior citizens.

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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?	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?	2
The capacity to make any necessary improvements	2

### 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 is the overall personal development and well-being of the children in the EYFS?	1
How effectively are the 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 disabilities make progress	2

### 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	3
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	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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

<sup>2</sup> IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

## The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
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



## Letter to pupils explaining the findings of the inspection.

05 January 2009

Dear Pupils

Inspection of Fryern Infant School, Eastleigh, SO53 2LN

I am writing to tell you how much I enjoyed my visit to your school. Thank you for being so friendly and helping me with the inspection. I thoroughly enjoyed chatting to you. I was very pleased to learn how much you enjoy school and especially your involvement in making the school better.

Your parents think that your school is a good school and I agree. Some of the things I really liked were the way you behave around the school and your friendliness.

Here are some other things I also liked.

- You make good progress because your teachers make lessons interesting and senior leaders keep a close check on how well you are doing.
- You headteacher and all the staff are very keen to ensure your school is a happy and safe place where you can work hard and do your best.
- You thoroughly enjoy school, behave very well and are keen to learn.
- Your school takes excellent care of you so that you feel safe and secure.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more.

- Teachers need to question you and mark your work more carefully, and give you individual targets for your learning, to help you understand what you need to do to make your work even better.
- Subject leaders need to look more carefully at how well you are improving so that they can help you make even better progress.

With very best wishes,

Yours faithfully

Janet Sinclair  
Lead Inspector