

Tweseldown Infant School

Inspection report

Unique Reference Number	116020
Local Authority	Hampshire
Inspection number	326310
Inspection date	14 July 2009
Reporting inspector	Michael Pye

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.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	195
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
Appropriate authority	The governing body
Chair	Mrs Samantha Read
Headteacher	Mrs June Brown
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Tweseldown Road Church Crookham Fleet GU52 8BW
Telephone number	01252 628843
Fax number	01252 816014

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school, the impact of its work on maintaining high standards and achievement levels, the degree to which the school minimises the impact of high mobility of pupils, and the quality of self-evaluation and development planning at all levels of management.

Evidence was gathered from discussions with senior managers, staff and pupils. School documentation and pupils' work were examined, and lessons observed and visited.

Other aspects of the school's work were not investigated in detail, but the 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 relevant in this report.

Description of the school

This smaller than average infant school draws pupils from the surrounding area, where there are high levels of Her Majesty's Forces. This results in above average numbers of pupils leaving and joining the school at other than normal times. The number of pupils entitled to free school meals is well below average. The proportion of pupils coming from ethnic minority backgrounds or having English as an additional language is below average. However, the profile of the school is changing, with increasing numbers of pupils from minority ethnic heritage. The proportion of pupils with a statement of special educational needs is below average. However, the proportion of pupils with learning difficulties and/or disabilities is above average and growing, and these pupils have some complex social, behavioural and learning difficulties. The Early Years Foundation Stage consists of three Reception classes. In the recent past the school has experienced some severe staffing problems at managerial and teaching level for reasons beyond its control.

The school has the UNICEF Rights, Respect and Responsibility (RRR) Award, 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: 1

The school continues to provide pupils with an excellent start to their education. Parents recognise this in their comments, which included, 'fantastic school', 'Tweseldown is a wonderful school that cares for teachers, pupils and provides moral guidance to children', and 'my child has thrived in this environment'. Underpinning the outstanding nature of the school is the exceptional leadership and management of the headteacher. Under her leadership, and despite recent staffing problems, the school has maintained its high academic levels, and has also successfully ensured that the care and personal development of pupils has continued to be outstanding.

Pupils care very well for each other. In lessons, they show respect for the views of others, listening carefully before offering their own opinions. They show a very good attitude to learning, and remain on task for prolonged periods. In conversation, they show confidence and can talk (at length) about how to remain healthy and safe. This reflects the work of the school in gaining the Activemark. They are eager to eat the morning fruit and vegetables provided, and Year 1 and 2 pupils demonstrated very high levels of enjoyment during a physical education lesson. Working exceptionally well in pairs, they shared ideas about how to solve the problem of connecting different gymnastic moves that they had invented. In class council, and as various monitors, they make an excellent contribution to the community. Choirs from the local community come to sing for the school, pupils carry out charity work, and all take responsibility for ensuring that those alone at playtime, sitting on the friendship bench, have company. Due to the unique nature of the locality, when returning home on leave from service abroad, parents often take their children away during term time. Hence attendance is satisfactory.

Achievement is outstanding for all groups of pupils, including those with English as an additional language. Standards at the end of Year 2 have been exceptionally high in reading, writing and mathematics in the past few years, including the 2008 results. In the current Year 2 there is a large proportion of pupils with learning difficulties and/or disabilities. Although this has caused a dip in standards this year, these Year 2 pupils have nonetheless made exceptional progress from their starting points. Standards remain high. Accurate assessment helps teachers to challenge pupils very well, and many pupils attain the higher levels. Standards in Year 1 are above the expected levels, with many pupils, for example, able to write at length, demonstrating very good vocabulary and attention to grammar.

Such progress is the result of pupils receiving a consistently high standard of teaching during their stay at the school. Pupils want to get involved and do their best because relationships are very positive. Teachers' planning is very detailed, and pupils' attention is held by the use of a wide range of strategies that meet their different learning styles. Occasionally, opportunities are missed to promote more self-evaluation by pupils of their work. Pupils' behaviour is good. In lessons, teachers deal very effectively with any potential problems, and interruption is minimised. Pupils new to the school, and those who find learning difficult, settle quickly to work and progress very well because support staff in lessons are deployed effectively, are proactive, and present challenge and reassurance for the pupils in their groups.

The excellent curriculum delivers the key skills extremely well. Pupils say they have many things to do that they enjoy. Parents join in with homework tasks - for example, helping to produce the decorated plants as part of the 'In Bloom' festival. The social and emotional needs of pupils are very well met, with the Rights, Respect and Responsibility curriculum very well established,

as evidenced by the UNICEF award. While a minority of parents had some concerns about the number of clubs on offer, enhancement for this small school is excellent. Visits, like the history and geography field trip, and the Arts Week undoubtedly add to the pupils' enjoyment and motivation. While some curriculum information goes home to parents, a minority rightly expressed the view that they would like to be more involved, and learn more specifically about how they can help their children learn.

Regular assessment is well established and enables early identification of pupils requiring additional support. Pupils get very clear guidance about how to improve their work through teachers' marking. They have learning targets and know them very well. In addition to this outstanding academic support and guidance, the pupils receive excellent pastoral care. Health and safety and the necessary safeguarding documentation, including risk assessments, are in place. The school's very caring approach is seen in the way that new arrivals are mentored and nurtured. The progress that these pupils make is a testament to how well they are received into the school and helped to settle.

The impact of staffing upheaval has been minimised through excellent management by the headteacher, and very effective support from her deputy and other senior staff. Standards have remained high, with lessons observed and work moderated, and development planning is in place. Effective monitoring helps ensure that managers know the school well, and have identified appropriate development plans. These include extending community cohesion beyond the immediate locality. There are very secure links with the local cluster of schools, which promote closer ties between pupils. There is also good curriculum coverage of international issues such as global ecology and the need to recycle. However, the school recognises the need to develop better links with organisations nationally and abroad. Governance is excellent, with a long-serving core of members who share their experience with others, know the school well, and act as 'critical friend' to the school. The capacity to sustain improvement is excellent.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start Reception with levels of skills and knowledge that are increasingly changing, but that are currently slightly above the expected levels. There are weaknesses in children's writing and in their knowledge and understanding of the world. However, progress is good and the majority meet the early learning goals by the end of Reception, with a considerable number attaining the higher levels. Good teaching helps to ensure that the children achieve well. Relationships are very secure and teachers plan work that meets the needs of all children. For example, in a numeracy lesson, adults used a variety of strategies to keep the children focused, and involved them in handling toys, number cards and boards. On occasions, the children sit on the carpet too long listening to the teacher's explanation and, consequently, their concentration wanes. One parent wrote, 'One thing that the school does really well is how it prepares children for starting. The school is incredibly welcoming, and has open days and prospective parent days and evenings'. As a result of this good management, the children settle quickly to their work in a very caring and well-organised environment. The children's personal development is excellent and they are encouraged to become independent. However, the lack of easy access to a covered external area does not allow for the children to make sufficient decisions themselves about accessing outdoor activities. The school has plans to develop the area.

What the school should do to improve further

- Develop the Early Years Foundation Stage external area to ensure easy access to the outdoor classroom throughout the year.

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

¹Grade 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

How good are 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
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	2
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

22 July 2009

Dear Pupils

Inspection of Tweseldown Infant School, Fleet, GU52 8BW

Thank you very much for talking to us when we visited your school. We listened carefully to what you had to say. Your school provides you with an excellent education.

There are many things that we liked about your school, and I list some of these below.

We particularly liked the way you are encouraged to develop as responsible and respectful young people. It was a pleasure to watch you sharing your ideas and listening carefully to others. We liked the way that you care so well for each other, and you told us that you feel safe, and that the adults look after you. The headteacher and her staff run the school extremely well and make sure that you benefit as much as possible from what the school has to offer.

You have very good attitudes to your work. You told us that 'learning is fun' and that teachers make the lessons interesting. Your wonderful woven patterns resulting from Arts Week show how much you are learning, that you want to do well, and that you enjoy school.

In Reception you get a good start to your education and, because of the excellent teaching you receive, you make extremely good progress in your work. The standard of your work is well above that normally expected for your age. Well done!

Even schools such as yours can improve. We have asked that the school develops the outdoor area next to the Reception classes. This will allow the children to make more decisions about when they want to work outside, and what activity they want to do.

We enjoyed our visit and wish you all the very best for the future.

Yours faithfully

Michael Pye

Lead Inspector