

Lymington Church of England Infant School

Inspection report

Unique Reference Number	116365
Local Authority	Hampshire
Inspection number	357949
Inspection dates	2–3 March 2011
Reporting inspector	Susan Mann HMI

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

Type of school	Infant
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Rev P Salisbury
Headteacher	Julia Welford
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed all class teachers in a total of 14 lessons. They also held meetings with members of the governing body, the headteacher and members of the senior management team. They spoke with children, looked at their work, and observed the school in operation. They looked at written policies and procedures, minutes of meetings, and planning and assessment documentation. They also read 116 parent and carer questionnaires.

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

- The level of achievement of pupils in Key Stage 1 in relation to their starting points.
- The level of achievement of some groups of pupils, most notably those who speak English as an additional language and those with special educational needs and/or disabilities on school action.
- The level of achievement of gifted and talented pupils to determine whether teaching is consistently challenging.
- Levels of attendance and the success of improvement strategies employed.

Information about the school

The school is situated in the centre of a coastal town. It is an average sized infant school and takes pupils from a large area, with a wide mix of social and economic backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils come from White British background, although there are a small number of pupils who have a Black or minority ethnic background and a few who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is about the national average. There is a community pre-school located onsite which is managed separately from the school. The school is recognised nationally through the Healthy School and Activemark Awards, the Basic Skills Quality Mark and the Silver Sing Up Award. The school has also gained the Becta Information and Communication technology (ICT) award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Lymington Church of England Infant School is outstanding. It has an exceptionally caring ethos which puts a very high emphasis on meeting the individual needs of each pupil. One parental comment of the staff stated, 'The whole team are focused on children's development and happiness.' Most pupils enter the school with academic standards which are broadly average, and they progress rapidly during their time at school to leave with attainment that significantly exceeds the national average. The learning of all pupils is tracked and analysed exceptionally well to ensure pupils' learning is consistently excellent. The progress of groups of pupils needing extra support, including those who speak English as an additional language, are monitored very closely and these pupils achieve as well as all other groups at the school. Pupils who have special educational needs and/or disabilities are given excellent support and make excellent progress from their starting points. There is no noticeable variation in the rate of progress for any group of pupils, including those on school action. Those pupils who have been identified as gifted and talented also make excellent progress, and all pupils in this group achieved Level 3 by the end of Key Stage 1 in 2010.

Pupils do exceptionally well in most outcomes. The school has worked hard to improve levels of attendance. The governors and headteacher have been very successful in this through clear target setting and very close monitoring. They liaise with parents and carers about avoiding taking holidays in term time, and reward pupils' good attendance with certificates and the class weekly attendance shield. Pupils say they know it is important to be in school. As a consequence, attendance is now above average and improving. The standard of pupils' behaviour is exemplary throughout the school.

The school has developed very well since its last inspection and has built on already strong practice to develop outstanding provision in Key Stage 1. Children in the Early Years Foundation Stage achieve outstanding outcomes. Here, the continuous provision is becoming very well embedded and children benefit from a high level of challenge in almost all their activities.

The governors are exceptionally well informed and influential in their role. Together with the headteacher, they provide outstanding leadership and management. They hold an excellent strategic view of what is needed to develop and improve the school even further. Self-evaluation is extremely thorough and honest, enabling the school to identify areas for further improvement. The headteacher's leadership inspires staff

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to implement new ideas and improvements. Consequently, the school's capacity to improve further is outstanding. Community cohesion is promoted well, although the national element is less well embedded in the curriculum than other aspects.

What does the school need to do to improve further?

- Enhance pupils' understanding of the school's national context by further embedding a programme of global citizenship within the curriculum.

Outcomes for individuals and groups of pupils**1**

Overall, outcomes are excellent for pupils at the school. Pupils are happy and very enthusiastic about their learning. A Reception class pupil said he was 'having a great time' as he dug in the sand in the outdoor area. Children enter the school from a number of early years settings and when they first arrive, the level of attainment for each child varies greatly. Assessment in the first few weeks indicates that levels of attainment on entry are broadly in line with national expectations overall. The school has a well established record of excellent attainment over the past three years. When children move on from the school at the end of Key Stage 1, they are significantly above the national average. In the classroom, pupils demonstrate superb attitudes to learning and apply themselves extremely well. Pupils in each year group demonstrate an exceptional level of self-assurance to pursue independent tasks and routines. They know that their targets 'tell you what you should do' and they are clear on what is needed to improve their work further. Pupils who have special educational needs and/or disabilities make excellent progress because intervention is assessed and delivered through differentiated tasks which meet individual needs very well. An extensive range of superb partnership working enhances outcomes for pupils who require additional support.

Pupils say they feel extremely safe at school. In the parent and carer questionnaire, all who answered felt the school kept their children safe. Exemplary relationships between staff and pupils are evident throughout the school, demonstrating a very high level of mutual respect and consideration for each other's well-being. Pupils of each year group are elected to the school council and make a significant contribution to school life through tasks such as taking on responsibility of monitors after assembly and contributing to school development planning.

Pupils know how to promote their own good health well. Many enjoy nutritious meals cooked on the premises, and others have packed lunches which are generally healthy in content. Pupils greatly enjoy cooking classes within the school day and the after-school cookery club, 'let's get cooking' which promotes healthy eating further. Frequent opportunities for physical exercise in lessons and clubs such as street dance and multi-sports clubs provide good outcomes in reducing levels of obesity and improving general health. Pupils learn a wide range of basic skills to help them do well in the future. In particular, they are encouraged to develop high aspirations and good communication skills to foster success in later life.

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Pupils think deeply about their own experiences and those of others. Assemblies provide excellent opportunities for reflection and learning, and pupils participate wholeheartedly in these. For example, pupils’ interest was captivated by an assembly about the culture and schools of the Gambia, and they gained excellent insight about children’s experiences in another country through comparison with their own school life at Lymington.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils in Key Stage 1 benefit from inspirational provision. Teaching and assessment promote pupil’s learning exceptionally well. Teaching is outstanding overall. Teachers prepare very well and subject knowledge is excellent so lessons are exciting and pupils engage exceptionally well. Teaching assistants are highly skilled in their roles and are deployed extremely effectively to enhance pupils’ learning. The use of assessment is fully established across all age ranges and gives very high priority to individual pupils’ needs. The quality of marking is very good, with clear explanation and suggestions given to assist pupils to improve. Lesson planning takes account of assessment information so that learning provides a high level of challenge to sustain pupils’ exceptional progress. The impact of teaching is monitored very closely to ensure all pupils make excellent progress. Systems for tracking achievement and analysing data are very good, and excellent use is made of the information to keep each pupil on track. Where data analysis indicates a slowing of progress, extremely rapid and highly effective action is taken to redress any shortcomings so progress remains outstanding.

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

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Imaginative cross-curricular provision and a wealth of enrichment opportunities provide an outstanding curriculum which enhances their high-quality learning further. For example, pupils have recently learned how to use ‘thinking maps’ to develop a planned and thoughtful approach to their work. Pupils gain memorable experiences through outstanding assemblies which promote the development of empathy and encourage spiritual reflection. There are a number of opportunities for pupils to access a very wide range of specialist provision. For example, a large number of pupils participate in music lessons and clubs, such as the Robins Choir and violin lessons.

The school provides an extremely warm and caring environment and looks after its children exceptionally well. It pays excellent attention to all aspects of care, guidance and support and adopts a ‘whole child’ approach to promoting the best outcomes and levels of progress. Transition arrangements are very good for pupils joining and moving on from the school to help them deal with new situations confidently. In the questionnaire, an overwhelming majority of parents and carers stated their children enjoyed school. The provision is underpinned by staff knowing pupils exceptionally well and is enhanced by the work of the parent and carer support workers. Teachers’ provision for all pupils, including those facing challenging circumstances, is deeply embedded in its practice at all levels.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the school is exemplary and the pursuit of excellence is embedded at all levels. The governing body make an exceptional contribution to all aspects of the work and continuous improvement of the school and is highly effective in its role. Governors’ high level of involvement in day-to-day school life through frequent visits and subject monitoring gives them a very strong basis which informs their planning of strategic development. The headteacher is highly effective in ensuring the best possible outcomes for pupils and is tenacious in pursuing an ambitious vision for the school. Senior staff are fully involved in self-evaluation procedures and planning for development. Staff morale is extremely high which fosters an exceptionally positive and enabling environment where all staff are keen to implement developments. The school provides extremely good value for money. Parents and carers expressed a very high level of satisfaction in the leadership of the school in their questionnaire responses, with almost all stating they were happy with the way the school is led and

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managed. One parental comment stated, 'I am very happy with school, it is well-led and staff are very approachable. I have found they are caring and supportive with my child's life.'

The school has very strong local and international links and has identified greater focus on the national element as an area for development. Pupils develop an excellent understanding of the religious aspect of the school, and links with the local community are excellent through partnerships with members of the local community and visits. Engagement with a school in Uganda enables pupils to engage with a school in another country to enhance their understanding further.

Arrangements for safeguarding pupils' welfare are exemplary and there is a comprehensive awareness and understanding of procedures throughout the school. Partnership working with parents and carers is very good, in order to promote positive relationships between home and school. Pupils quickly learn to respect one another's differences and they demonstrate an excellent understanding of how to promote equality and diversity very well. Inclusion is wholly embedded in all elements of school life, such as making sure pupils with a disability are able to access the entire curriculum and progression for different groups of pupils is equally excellent, thereby ensuring that all make outstanding progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

In the Reception classes, children do exceptionally well. The stimulating environment is very welcoming. Children are highly motivated to learn and are very happy in their classes. The provision gives a good balance between child-initiated and adult-led play, which meets their individual needs well. Most activities on offer provide a high

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level of challenge to extend children’s learning further, although there are some occasions when opportunities to do this are missed. Children enjoy their opportunities to play outdoors, with a wide range of activities which cover all areas of learning in the Early Years Foundation Stage. They make excellent progress which is charted through frequent observation and samples of work recorded in their skills books. Teachers assess individual progress to determine their next steps of learning. All aspects are rigorously evaluated to identify areas for development, and extremely prompt and detailed action planning ensures very good continuous improvement.

Outcomes for children in Reception are outstanding. Children know how to keep themselves safe. For example, they know the oven is hot when they are making carrot cake, and they take great care to move large wooden bricks carefully so as not to hurt themselves or one another. Children are considerate to one another and they manage their behaviour extremely well. They demonstrate very high levels of independence within the routines of the day, putting away their coats and bags, and getting ready for registration with the minimum of help or disruption to their learning. Children’s well-being is significantly enhanced by excellent organisation and planning. Resources are prepared and staff are on hand to offer help so that children settle very quickly at the start of the day, to make the most of their time in school. One parental comment expressed satisfaction with the experiences of their child in Reception who ‘is receiving a very good education from a team of teachers who really care about their pupils. The school is providing an outstanding service to our children.’

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A much higher proportion of parents and carers returned a completed questionnaire than average. An overwhelming majority of the responses were positive, with most stating that overall, they are happy with their children’s experience at the school. Almost all said they believe their children are safe at school and enjoy school, and that the school is led and managed well. Inspectors found many aspects of the school to be outstanding, including the arrangements for safeguarding and helping pupils stay safe, and the quality of leadership and management.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lymington Church of England 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	61	42	36	3	3	0	0
The school keeps my child safe	80	69	35	30	0	0	0	0
The school informs me about my child’s progress	62	53	47	41	6	5	1	1
My child is making enough progress at this school	65	56	44	38	6	5	1	1
The teaching is good at this school	77	66	34	29	5	4	0	0
The school helps me to support my child’s learning	72	62	38	33	5	4	1	1
The school helps my child to have a healthy lifestyle	69	59	44	38	3	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)	56	48	46	40	5	4	0	0
The school meets my child’s particular needs	64	55	43	37	7	6	1	1
The school deals effectively with unacceptable behaviour	56	48	50	43	7	6	2	2
The school takes account of my suggestions and concerns	58	50	47	41	6	5	2	2
The school is led and managed effectively	67	58	46	40	2	2	0	0
Overall, I am happy with my child’s experience at this school	76	66	34	29	6	5	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.



3 March 2011

Dear Pupils

Inspection of Lymington Church of England Infant School, Lymington, SO41 9GP

Thank you for welcoming us to your school recently and for talking to us about your work. We enjoyed talking to you about what you think of the school and what you enjoy about it. We enjoyed coming to your school and would especially like to thank those of you that met with an inspector.

You told us that you think Lymington is a very good school. We think it is outstanding. The school does an excellent job in making sure you are safe. We think the school looks after you exceptionally well and that all the teachers and other adults are very caring.

We saw that you all work hard and enjoy your lessons very much. Teachers do an excellent job in making sure you learn lots in lessons and as a result you are making excellent progress. We were especially impressed with how well you behave and how kind you are to one another.

The curriculum is very varied and interesting. Lots of you do extra clubs and groups, such as the choir, multi-sports club, and street dance. You have lots of visits in your local area and know about your community. You also learn about life in countries that are much further away, with the links with a school in Uganda. We have asked your school to develop more links with schools or organisations in Great Britain to extend your learning about other places even more.

The attendance of pupils at your school is good and getting better. You can help by making sure you come to school whenever you are well and by arriving on time. This will help you learn even more.

We hope that you all continue to work hard so you can do even better!

Yours sincerely

Susan Mann (on behalf of the inspection team)
Her Majesty's Inspector

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