

Bidbury Infant School

Fraser Road, Bedhampton, Havant, PO9 3EF

Inspection dates 9–10 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- There has been significant and sustained improvement since the last inspection. Areas identified as in need of improvement have been very successfully developed.
- Attainment is consistently high in mathematics and above average in reading and writing and standards have continued to rise year-on-year.
- A significant number of pupils join the school with knowledge and skills that are well below those typical for their age but all groups of pupils make outstanding progress because the quality of teaching is often outstanding.
- The excellent role model provided by adults creates mutual respect and harmony in the classrooms, around the school and out in the playground. As a result behaviour is exemplary.
- Pupils feel extremely safe and well looked after and this view is fully supported by both pupils and parents. Attendance has improved considerably and is now above average.
- The driving force behind the school's success is the ambition and relentless effort of the headteacher, staff and governors to ensure that all pupils achieve to the very best of their ability.
- The school displays pupils' work attractively and celebrates their efforts. It provides a purposeful environment that fully encourages learning.
- Rigorous monitoring and training have developed a strong whole-school teaching team. The headteacher and deputy headteacher lead by example.
- The exciting curriculum is exceptionally well planned, practical and stimulating. Pupils' achievement is outstanding because of the very consistent approach to the teaching of literacy and numeracy across the school.
- Strong provision for pupils' spiritual, moral, social and cultural development underpins all aspects of the school's work.

Information about this inspection

- The inspectors visited 15 lessons, observing seven teachers across the school along with a number of teaching assistants working with small groups of pupils. They also talked to pupils about their work and heard individual pupils read from Year 2 as well as others in lessons.
- A wide range of documents was scrutinised, including pupils' work, systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of the governing body meetings.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with the Leading Learning Partner from the local authority.
- Questionnaires from 22 members of staff were analysed. The inspectors took account of the views expressed in 27 online responses from Parent View and two letters from parents. Inspectors spoke to a significant number of parents during informal meetings before school.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- Bidbury is a smaller than average-sized infant school. Most pupils attend from the local area.
- All pupils in the infant school are taught in single-age classes.
- The proportion of pupils who are disabled and those with special educational needs supported through school action is above average as is the proportion of pupils at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, the children of service families and those known to be eligible for free school meals, is average.
- The number of pupils from minority ethnic groups, including those who are in the very early stages of learning English, is below average.
- Parents and pupils can take advantage of a breakfast club run by the junior school on site and a privately run after-school club situated in the infant school.

What does the school need to do to improve further?

- Use the current outstanding practice in the school to further develop all teachers and continue to raise standards.

Inspection judgements

The achievement of pupils is outstanding

- The learning and development of Reception children is exceptionally well planned and challenging and they are very well supported so they make rapid progress. An emphasis on developing their social skills means that they quickly become confident learners and remain fully engaged in their tasks including when working without an adult.
- Because a significant number of children join the school with very low language and communication skills it sometimes takes until Year 2 for a few to learn all their sounds and letters (phonics). However, phonic skills are taught very effectively. This was evident when a group of more able Reception children were observed during the inspection. They demonstrated exceptional skills and perseverance when challenged to read three sentences, choosing the correct one to match with a picture.
- During a whole-class Reception lesson to sequence the story of the 'Three Little Pigs' teaching was vibrant and exciting, using actions and pictures, and behaviour was exceptionally well managed. As a result, all children responded enthusiastically and learned rapidly, including children with special educational needs who were very well supported by highly skilled teaching assistants.
- There is a very strong reading culture in the school and a wide selection of interesting books. All pupils have a ticket for the local library and are taken there regularly. These library visits include parents, reinforcing the importance of reading and enjoying books together in a supportive home/school partnership.
- By Year 2 almost all pupils are reading at the appropriate level and beyond, some with considerable fluency and expression. They competently use the strategies they have been taught to help them tackle unfamiliar words and can discuss the kind of books they like. They have a growing understanding of non-fiction books and can point out the importance of such features as glossaries and contents pages.
- The school has developed its own very successful method of teaching writing and this is followed consistently by all teachers. It provides excellent opportunities for pupils to talk, extend their vocabulary and construct sentences correctly. It is applied across all subjects so pupils constantly practise their writing skills and as a result make very good progress. Numeracy is similarly well planned.
- As a result of this outstanding provision standards overall in reading, writing and mathematics are high and have been maintained at this level for the last four years. Because of the very good levels of challenge in lessons the number of the most able pupils reaching above average standards is rising consistently year-on-year in all three areas.
- The gap in attainment between those who receive pupil premium funding and all other pupils is reducing over time. School information shows that pupils currently receiving funding are reaching standards that are at least one term ahead of similar pupils nationally. They are making the same very good progress from their starting points as all other pupils.
- Pupils whose circumstances might make them vulnerable, disabled pupils and those who have special educational needs are extremely well supported and as a result make similar progress to all other pupils. When learning to recognise addition and subtraction in number problems lower attaining pupils made good gains in their learning because of the active nature of the task and effective questioning of the teacher and the teaching assistant.
- Many parents spoke of the excellent support the school offers. A typical comment from a parent was: 'My daughter was very quiet and shy, with some speech problems. The school was very encouraging with her, helping her to form friends and working on her speech...she is now excelling in all aspects of her work academically and has a new found social confidence.'

The quality of teaching is outstanding

- Teachers have very high expectations of pupils' attitudes to learning. Behaviour is exceptionally well managed and there is no disruption in lessons. A calm and purposeful atmosphere pervades the school and pupils are willing learners.
- Teachers always ensure that pupils know what they are expected to learn. Pupils can explain clearly the simple system of coloured dots in their books that enables them to see immediately how far they have succeeded in their learning task and what they need to do next to improve their work.
- Stimulating and interesting tasks engage pupils fully in their learning. Year 1 pupils were appropriately challenged and concentrated really well in a mathematics lesson when trying to solve how many different ways a farmer could load five pigs and five sheep into his truck.
- Teachers question pupils skilfully, checking their understanding and changing the focus of a task if necessary.
- Opportunities for pupils to work together, discussing their ideas with a 'talk partner' and supporting one another in their learning make a substantial contribution to the development of their social skills.
- There is no wasted time because teaching spaces, teachers and teaching assistants are very well organised. Lessons move at a very good pace so that pupils get a lot done in the time available. The quality of teaching in Reception is strong. Learning is exciting. It is exceptionally well planned and carefully assessed.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Records of behaviour and the views of pupils, parents and other adults fully support this judgement.
- Exclusions are rare but where it has been used as a sanction parents have been fully involved and the pupil has been successfully reintegrated into school.
- During the inspection behaviour observed in lessons, in assembly and around the building was impeccable. Inspectors also visited the playgrounds and the dining room and found that pupils get on really well together.
- Playground 'Buddies' wear coloured vests and are properly trained to ensure that all pupils enjoy their time outside. Pupils are eager to help one another and the school council has enjoyed the opportunity to choose all the various games and equipment on offer.
- The school's work to keep pupils safe and secure is outstanding. This view is fully supported by parents, one of whom commented: 'You know your child is going to feel safe, secure and enjoy learning.'
- Pupils have a very good understanding of how to keep safe because of all the work the school does with them. Internet safety has a particularly high profile.
- Pupils have a good understanding of bullying appropriate to their ages. They say there is no bullying in the school and this view is supported by parents and other adults. Pupils have a very clear idea of what to do and who to go to if they are troubled.
- Because pupils get on so well together this makes a significant contribution to the development of their personal and social skills, safety, and the outstanding progress they make.

The leadership and management are outstanding

- The headteacher and deputy headteacher are a very strong team and demonstrate exceptional skills in school leadership, relentlessly striving to improve pupils' achievement. They are ably assisted by supportive but challenging governors. Leaders at all levels, including middle leaders,

do not allow any measure of complacency.

- Senior leaders have successfully communicated their enthusiasm, ambition and drive and despite considerable staff turbulence, have developed the whole staff into a strong and expert team, fully committed to further improvement. New staff are especially well supported and quickly inducted into the 'Bidbury Way' of excellence.
- Very thorough monitoring ensures that the school has an accurate knowledge of what has to be done next towards continual improvement and this is swiftly implemented. An example of this has been the changes to the curriculum in response to the new National Curriculum. This is already being trialled in school.
- Key to the school's success is the quality of teaching. Teachers' performance is rigorously and effectively monitored using the national Teachers' Standards. Teachers benefit from a carefully planned approach to their professional development. This is resulting in an ever-rising proportion of outstanding teaching and an expectation within the staff that all their lessons should be outstanding.
- Robust systems are in place to track pupils' progress and this information is used regularly by teachers to inform the next steps of learning for each individual pupil.
- During the last four years the school has demonstrated the ability to maintain and improve high achievement for all groups of pupils and has the capacity to continue to do so.
- The curriculum is carefully planned around the skills pupils need to learn in different subjects as well as the knowledge and content required. It is creative and rich in stimulating experiences and enhanced by visits and visitors. Pupils spoke with great enthusiasm about the time when they became Victorians for the day.
- As a result of new primary school sports funding used to buy in expertise, teachers are increasing their awareness of physical education skills and pupils are learning and enjoying a wider range of sports both in school and at after-school activities. This is helping to improve pupils' physical skills and their understanding of how to lead a healthy lifestyle.
- The work of the school is further enhanced by its very strong partnerships with other schools, the local and wider communities and especially parents. The school is at the forefront of many important developments with parents, especially for those who find it difficult to form a home/school partnership. The senior leaders' expertise is being usefully sought by the local authority to assist other schools in their quest for improvement.
- External agencies support the learning and development of pupils very well and the local authority offers the school a very light touch monitoring approach.
- Equal opportunities for different groups of pupils are promoted extremely well and the school does not tolerate any form of discrimination. The governing body and the school staff ensure that safeguarding procedures are followed rigorously. All requirements are fully met.
- **The governance of the school:**
 - Governors are very knowledgeable about the school's strengths and areas for development. They have devised their own monitoring action plan and also receive excellent information from the school about pupils' progress. This, together with attendance at a wide range of training, is equipping them with the skills to ask challenging questions and assist the leadership in the drive to improve further. Governors are well informed about the spending of pupil premium and sports funding and can discuss the impact of these initiatives. They set rigorous objectives for the headteacher's performance and review them robustly with the help of an advisor. In addition they receive comprehensive information about teachers' performance, pay and progression. Governors carry out their statutory duties diligently.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116084
Local authority	Hampshire
Inspection number	431413

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

Type of school	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Michael Harper
Headteacher	Jacqueline Jones
Date of previous school inspection	13 July 2009
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