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**Petersfield Infant School**

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Update on OFSTED

***"Curriculum plans do not begin from Reception in several subjects. This means that leaders cannot be sure that children in the early years have the secure knowledge that they need for the next stage of their learning. Leaders need to develop subject leaders' expertise so that well-sequenced plans allow children to build on their knowledge from the early years into Year 1."***

***"Leaders do not explicitly identify the key knowledge that pupils must know to achieve success in several subjects. This means that teachers do not always take a consistent approach to identifying what pupils know and can do. Leaders should refine their plans so that staff have a clear understanding of the specific knowledge that must be learned, and assessed, so that pupils can improve. "***

All subjects now have clear plans in place that demonstrate progress from Year R through to Year 2. The planning is clear and concise and helps teachers identify what children know and can do. Staff regularly monitor their subject across the school to focus on the impact the new planning is having on progress. They carry out book looks, pupil conferencing and learning walks with a focus on identifying whether the children know and understand more. The results of the monitoring demonstrate that children are "knowing more and doing more". This is how OFSTED view progress.

Following a day of monitoring and review with the Local Authority their report to the school on their findings stated that: "Leaders have reviewed and refined the curriculum offer ensuring a clear progression of skills and expectations in all foundation subjects from early years to Year 2"

They noted that: "School leaders have made judicious use of the local authority subject advisors to support subject leader development." Staff have found this support invaluable and moving forward we will continue to utilise the Local Authority for quality professional development.

This year as part of the school development programme, we will continue to work on embedding our new curriculum and developing staff knowledge in their subject.

***"Implementation of the new reading programme has been too slow. As a result, too many children have fallen behind in learning to read and developing fluency. Leaders need to ensure that they monitor and review their plans to help pupils catch up quickly, so that pupils make the rapid progress they need to meet the age-related reading expectations."***

We are pleased to announce that Little Wandle has been successfully implemented across the school. We feel the results speak for themselves (shared below). Children have indeed made rapid progress this year in order to meet Age Related Expectations.

### Year 1 phonics screening results

81.5% of our children passed the screening test this year in Year One this year.

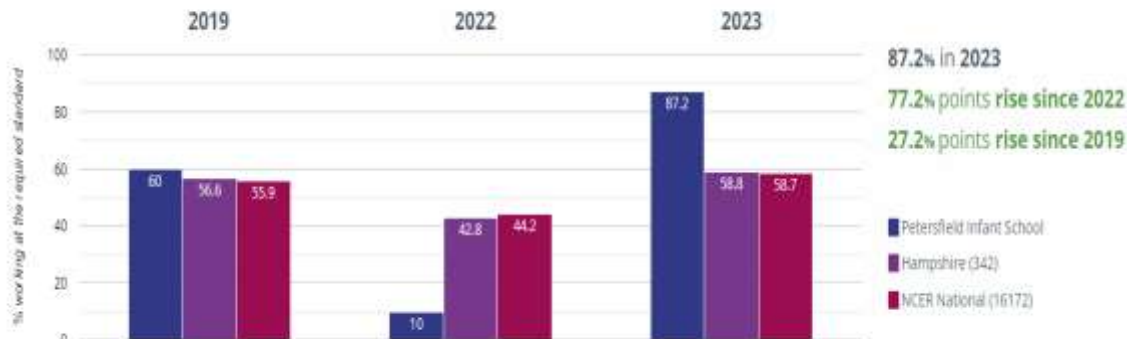
#### Year 1: Working At



### Year 2 phonics screening results

87% of our children in Year 2 who were required to pass the phonics screening passed this year.

#### Year 2: Working At



### Year 2 Reading

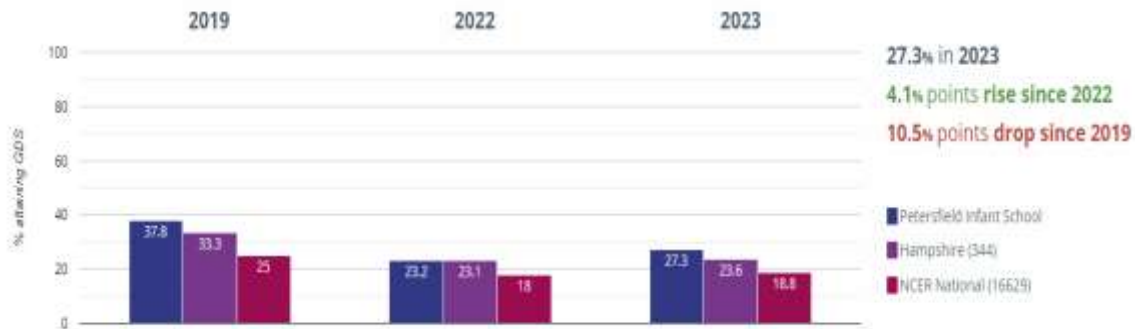
79% of Year 2 reached Age Related Expectations in reading this year.

#### Reading - attaining EXS or better



27% of Year 2 achieved Greater Depth in reading this year.

### Reading - attaining GDS



The Local Authority also observed phonics and reading across the school on their monitoring and review day. They wrote that the “Phonics sessions observed during the learning walk were characterised by high expectations, strong subject knowledge, clear delivery of skills and a good pace that engaged all learners well. Adults support pupils with individual needs exceptionally well ensuring their teaching meets the learning needs of the children; relationships are very positive and pupils clearly enjoy their phonics sessions. Teachers ensure all children are involved in the delivery part of the sessions with adults skillfully checking understanding alongside learners.”

In summary, the Local Authority gave us excellent news following their visit:

“Based upon the review of the school’s progress and impact in three key priority areas, the school is on track to be judged good at the next inspection. Strong leadership from a growing number of school leaders has supported improvement at a good pace from the last inspection in October 2022”

Every year the school produces a School Improvement Plan that identifies the key priorities for the coming year. Below are the priorities we are focusing on for 2023 – 2024.

1. To improve outcomes in reading, writing and maths across the school with a particular focus on disadvantaged pupils and those with potential to achieve above age related expectations.
2. To improve outcomes and experiences for children with SEND across the curriculum.
3. To continue to embed and further develop the curriculum offer at our school.
4. To develop leaders, from class teachers to the governing body, understanding of the use of data in their practice.

These priorities are the focus of all staff training and development this year.

If you have any questions about any of the school’s priorities or progress with OFSTED targets, please come and chat to us about it.

## **A message from the Governing Body**

In support of the school's strategic direction and these important priorities, the school Governors are focused upon reviewing the implementation and impact of the School Improvement Plan. We will be conducting regular Governor visits to the school and carefully assessing the performance data and wider evidence at regular Governing Body (GB) meetings. This will support the excellent and laudable progress being made in addressing the areas for improvement identified by the school staff and OFSTED.

We will also be ensuring continuing clarity of school vision and continued financial oversight, as well as, for this year, developing ourselves as a new Body. There is both a new Chair and Vice Chair (Jon Gregory and Adam Greaves respectively) a new parent and Co-opted Governors are being recruited; our sincere thanks to Claire Cheeseman, Susan Phillips, Sarah Pirie and Pearl Wheeler for their work and the significant support they have given the school over many years.

The Governing Board is looking forward to working closely with the school to further embed the significant improvements already delivered and the momentum it has established to provide the very highest quality inclusive learning opportunities for all children.

