

# Hamstead Infant School

## Inspection report

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<b>Unique Reference Number</b>	103896
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	355486
<b>Inspection dates</b>	16–17 November 2010
<b>Reporting inspector</b>	Gerald Griffin

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Handley
<b>Headteacher</b>	Andrea Day (Acting)
<b>Date of previous school inspection</b>	5 March 2008
<b>School address</b>	Tanhouse Avenue Birmingham B43 5AS
<b>Telephone number</b>	0121 357 1603
<b>Fax number</b>	0121 357 1603
<b>Email address</b>	headteacher@hamstead-inf.sandwell.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited thirteen lessons taught by seven teachers. They observed assemblies, break times and held meetings with members of the governing body, staff and groups of pupils. Parents and carers at the school gate were spoken with informally. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed nine staff questionnaires and thirty seven parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well boys and higher attaining pupils make progress in reading and writing in Key Stage 1.
- Whether teaching provides sufficient challenge for pupils in reading and writing.
- The success of the measures to improve attendance.
- The rigour of plans to improve the school.
- The effectiveness of the measures to raise attainment in writing in the Early Years Foundation Stage.

## Information about the school

Hamstead is a larger than average-sized infant school. Two fifths of the pupils come from White British families and one fifth from Indian families. The remainder come from a wide range of ethnic heritages. One quarter of pupils do not speak English as their first language and a small proportion of these are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these have moderate learning difficulties. The Early Years Foundation Stage provision comprises morning and afternoon Nursery classes and two Reception classes. The acting headteacher was appointed this September. The school has recently gained a number of awards including National Healthy School Status. The Hamstead breakfast and after-school club is privately managed and inspected separately.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which is improving strongly. Pupils feel very safe and secure in the school's welcoming and stimulating atmosphere. They show good levels of independence and behave well. Parents and carers are overwhelmingly happy with the school. Typically one told an inspector: 'My child loves coming to school. She is very well cared for and she is making good progress. I feel confident that the school will quickly sort out any worries that I have about her learning and welfare.'

Since the last inspection the school has improved pupils' progress in mathematics, which is now outstanding, and sustained pupils' above average standards and good progress in reading. The progress made by boys has accelerated and closed the gap between them and the girls. The school's good provision has been sustained. The school continues to be well led and managed. Links with parents and carers have been strengthened. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff, and their plans are effective. The rigorous monitoring of the school's performance provides leaders with secure and accurate information for self-evaluation. This record shows the school has a good capacity to improve further.

In lessons across the school relationships are positive and pupils work hard. Pupils enjoy lessons because their work is interesting and relevant. Teaching in mathematics provides all pupils with a high level of challenge. This is increasingly the case in reading too because teaching ensures that each pupil is stretched fully by their next step. This means that progress in reading is improving strongly and is outstanding for some pupils. In writing, both boys and girls are making good progress, but this is not consistent because work does not always match exactly the needs of every member of the class. As a result, progress in writing for children in the Early Years Foundation Stage and pupils in Key Stage 1, while good, is not as rapid as in other subjects.

The curriculum supports pupils' personal development well. Staff use skilfully their detailed knowledge of each pupil to provide each of them with a high standard of pastoral care. Pupils enjoy all aspects of school and this is reflected in rising rates of attendance. While most pupils come to school every day, attendance across the school is average because too many pupils miss school when they are taken on family holidays in term time and this interrupts their good progress.

## What does the school need to do to improve further?

- Secure still better progress in writing by ensuring that the difficulty of the work for each pupil matches their needs closely so that they are fully stretched.
- Work closely with parents and carers to reduce the number of family holidays taken in term time so that the progress of pupils involved is not interrupted.

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## Outcomes for individuals and groups of pupils

2

Attainment on entry to the school is below what would be expected for children of that age. Across the school, all groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, enjoy learning and their achievement is good. The learning observed in lessons was at least good and some was outstanding. Pupils are keen to learn, work hard and take pride in their work. For example, in a Year 2 English lesson, pupils used computers very well to research facts and to communicate their ideas. Pupils were curious and enjoyed discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. They used self-assessment and peer-assessment well to judge the quality of their work and to make improvements to it.

The progress of boys, which has been slower than that of the girls in the past, has accelerated. This is because the school has improved boys' engagement by providing them with more opportunities to experiment, use educational games and to choose topics that interest them. The progress of higher attaining pupils in reading is now good because teachers use their assessment data skilfully to plan challenging learning programmes for them.

Pupils say that they all get on with each other very well and that bullying is unheard of in the school. They have a good understanding of how to keep themselves safe, for example when they are crossing the road. A few pupils are not really sure what material is safe for them to view on the internet at home in spite of the school's good efforts to provide clear guidance for pupils, parents and carers. Pupils do their best to eat a healthy diet and take plenty of exercise, which is reflected in the school's national award. They are keen to take responsibility as class monitors and buddies, and collect generously for charity. Above average standards and positive attitudes to their work mean that their preparation for junior school and the future is good. A strong moral code underpins their good behaviour. They reflect sensibly on their actions and those of others. Pupils are keen to help each other and readily share apparatus. They have a well-developed understanding of the diversity of British culture.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Teachers use resources such as educational games and computers well to engage learners and promote learning. Teachers' instructions are clear, which means that pupils know precisely what they need to do next. Marking, oral feedback and individual targets provide pupils with clear guidance on how they can improve their work, especially in mathematics. Teaching assistants provide valuable support to learning, particularly for pupils with special education needs and/or disabilities. For example, they help these pupils concentrate on their work and provide teachers with feedback on their progress.

Lively assemblies support pupil's personal development well. For example, there are many opportunities for pupils to speak in front of the school, which helps them gain confidence and self-esteem. Drama is used well to expand pupils' vocabulary and to help them develop ideas for stories to write about later. A good number of educational visits and clubs broaden pupils' horizons.

Pupils feel secure because they are confident that a member of staff will quickly resolve any worries they have. Pupils with special education needs and/or disabilities receive sympathetic guidance. Their needs are accurately assessed and the individual learning programmes drawn up by staff closely match them. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective. The school's measures to improve attendance are increasingly successful and this is reflected in above average attendance so far this term.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's challenging targets and the acting headteacher's unrelenting drive to improve the school are communicated clearly. In its quest to be even better, the school is correctly working hard to fine tune their use of data to check the quality of progress. There are many examples of how leaders have improved teaching. For example, they have sharpened staff skills in teaching mathematical problem-solving and planning work that especially appeals to boys. The governing body is very supportive of the school, works hard on its behalf and challenges it robustly over its performance.

The school successfully places a high priority on safety and safeguarding. The checks that the school makes on the suitability of adults to work with children are rigorous. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. However, the school recognises that its review of several risk assessments is not regular enough.

The school's commitment to equal opportunities and the success of its plans to remedy previous gender differences in progress show that its policies are having a positive impact. The school is a happy and harmonious society in which pupils from all backgrounds integrate well. The school makes a good contribution to cohesion in the wider community. For example, it provides parenting classes and works closely with other providers to help local people gain qualifications in basic skills. Pupils and staff are encouraged to talk and write about places they have visited, which is making a valuable contribution to pupils' awareness of cultures worldwide.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children make good progress in all areas of learning because teaching is good. Many children reach average levels by the time they start Year 1. Best progress is made in personal development. Children are well behaved and readily share resources and educational games. Progress and attainment in writing is a little below other areas of learning; leaders recognise that teaching needs to ensure that all children are consistently challenged well in this subject. Children enjoy school and their learning is good. For example, in an information and communication technology lesson, children were curious and keen to practise their keyboard and mouse skills. They worked with a good level of independence and were quick to learn from their success and mistakes. Parents and carers are very happy with induction arrangements that ensure children make a good start to their schooling. The school is correctly reviewing its procedures for integrating the rising numbers of children who start school at the very early stages of acquiring English to ensure they too always settle quickly and happily into school.

There is a good balance of adult-led and child-initiated work. The outdoor area is well resourced and used regularly, for example to develop children's physical development and their independence. Leaders plan regular assessments of each child's gains and these are increasingly used well by staff to plan challenging next steps in children's learning. The school's plans to make better use of data to help its evaluation of progress are appropriate.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

A smaller than usual proportion of parents and carers returned a questionnaire. Their comments show that they feel that teaching is good and that children make good progress. They say that their children enjoy school and are very well cared. They feel the school is well managed and welcome the changes made this September to make it easier for parents and carers to talk to staff about their concerns. Many made positive comments about the school's advice on how they can help their children's learning at home. Inspection findings support these positive statements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hamstead 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	92	3	8	0	0	0	0
The school keeps my child safe	30	81	7	19	0	0	0	0
My school informs me about my child's progress	22	59	15	41	0	0	0	0
My child is making enough progress at this school	21	57	14	38	1	3	0	0
The teaching is good at this school	25	68	11	30	1	3	0	0
The school helps me to support my child's learning	20	54	16	43	1	3	0	0
The school helps my child to have a healthy lifestyle	20	54	17	46	0	0	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)	22	59	12	32	0	0	0	0
The school meets my child's particular needs	21	57	15	41	0	0	0	0
The school deals effectively with unacceptable behaviour	21	57	15	41	0	0	0	0
The school takes account of my suggestions and concerns	19	51	16	43	0	0	1	3
The school is led and managed effectively	23	62	13	35	1	3	0	0
Overall, I am happy with my child's experience at this school	28	76	8	22	1	3	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 November 2010

Dear Pupils

**Inspection of Hamstead Infant School, Birmingham, B43 5AS**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and the opportunities to talk to some of you, see you in lessons and at play, and join you in assemblies where you celebrated all your successes. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Hamstead Infant is a good school and it is improving. Here are some of the things we found out.

Your teachers ensure that you get off to a good start in Nursery and Reception.

You make good progress in lessons.

You told us you enjoy school and feel very safe and secure.

You try your best to eat a healthy diet and take plenty of exercise.

Your behaviour is good and you are keen to take responsibility in school.

You have good relationships with your teachers and work hard.

The curriculum provides you with exciting visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school better.

We have asked the school to do two things to help you do even better in your learning.

Improve your progress in writing by making sure that you are given work that each one of you finds hard.

Work with your parents and carers to reduce the amount of time missed through family holidays that are taken in term time so that learning is not interrupted.

All of you can help the school by continuing to try your best in lessons, behaving well and attending most regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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