

Hindhayes Infant School

Inspection report

Unique Reference Number	123664
Local Authority	Somerset
Inspection number	380708
Inspection dates	November 2011
Reporting inspector	Jane Burchall HMI

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

Type of school	Infant
School category	Community
Age range of pupils	
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Mary Whittaker
Headteacher	Diane Sleeman
Date of previous school inspection	January 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed a total of nine staff teaching 17 lessons. The inspectors met with the headteacher, the senior leadership team, staff and members of the governing body. They also spoke with parents and carers and pupils during the inspection. They observed the school's work, and looked at pupils' work, records of their progress, the school's development plan and minutes of meetings. They read the 66 parental questionnaires that were returned, together with staff questionnaires.

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

- How well the school is supporting the progress and achievement of pupils who speak English as an additional language, pupils who are known to be eligible for free school meals and pupils with special educational needs and/or disabilities.
- The success of the steps taken by the school to improve the reading and writing skills of pupils with lower ability.
- How well the school has tackled the apparent downward trend in their Early Years Foundation Stage profile scores.

Information about the school

Hindhayes Infant School is an average-size school where the number of pupils on roll has increased over the past three years. Most pupils come from White British backgrounds, with a small proportion from a range of minority ethnic groups. A small but increasing proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally, although it is below the national average for those with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is broadly in line with that seen nationally. The school holds the Healthy Schools award, has been accredited to deliver the 'Let's Get Cooking' programme and has been identified as a 'Dyslexia Friendly School' by Somerset County Council.

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

Hindhayes Infant School provides its pupils with a good education. Pupils learn in a safe and nurturing environment where the care, guidance and support they receive are outstanding. Excellent transition arrangements mean that pupils settle quickly into school life; they are familiar with staff, who quickly develop a good understanding of each child's needs and abilities. Strong relationships with the local junior school ensure that good information is passed on to support pupils as they move into Key Stage 2. Pupils know that they can confidently share any worries they may have with the school's learning mentor, who offers good levels of help and reassurance. Parents and carers express how much they value the school community and the friendly and supportive environment it provides for their children.

The staff team works well together and shows a strong commitment to continuous improvement. Pupils' attainment has risen steadily over the past three years so that it is now significantly above the national average in all areas. Attainment is particularly strong in reading and mathematics. Leaders are aware that the school has had less success in raising the progress and attainment of the writing abilities of less-able pupils. Children in the Early Years Foundation Stage are well supported with a range of experiences, based on their interests, which ensure they make good progress overall. Some activities, however, do not always sufficiently engage all children and on occasion, children are limited in their choice of activity as they are overly directed by staff.

The school has developed strong relationships with parents and carers, as demonstrated by the extremely positive responses received to the parents' and carers' questionnaires. All parents and carers agreed that their child enjoys school and many commented on how well the school has supported their child to settle and to make good progress.

The headteacher, staff and governing body have worked hard to improve standards and have made good progress in addressing the key issues from the last inspection. Children in the Early Years Foundation Stage now have access to a stimulating outdoor classroom. Improvements in teaching and to the curriculum have raised standards and pupils are clear on what they need to do to improve their work even further. Systems for self-evaluation are used to identify accurately the school's strengths and the areas that would benefit from improvement. Suitable plans are implemented effectively to address areas for development and the school demonstrates good capacity to improve further.

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What does the school need to do to improve further?

- Develop further strategies to support the progress of lower-achieving pupils in their writing.
- Ensure children in the Early Years Foundation Stage are consistently provided with activities which engage them and increase opportunities for children to initiate their own learning.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills and attributes which are typically below those expected for their age. They enjoy their learning and achieve well so that by the time they leave the school many have reached standards that are well above average. In the vast majority of lessons, pupils make good progress. They concentrate well and work with enthusiasm as most tasks are engaging and appropriately challenging. Pupils with special educational needs and/or disabilities and those who are eligible for free school meals make equally good progress. This is because comprehensive assessment processes clearly identify their needs and suitable targets are set. Staff make good use of these targets during lessons to support progress and achievement. Effective intervention programmes have been particularly successful in raising the attainment of pupils with lower abilities in their reading, but have had less impact upon their attainment in writing. Pupils who speak English as an additional language progress well because of the good support offered. Effective use is made of the school's learning mentor to support the development of their emerging English.

Pupils say that they feel safe in school and their parents and carers overwhelmingly agree. Pupils are developing a good understanding of how to keep themselves safe; they know how to behave safely around school, such as when playing in the playground, moving through corridors and when handling tools such as scissors. They are beginning to be aware of internet safety. Pupils' behaviour is good and they demonstrate a positive attitude towards learning in lessons. They are polite and respectful to each other and to adults. They quickly respond to staff's expectations and, therefore, disruption to lessons is rare. Pupils take responsibility such as being class helpers and being on the school council. Pupils are well thought of within the community and they contribute positively to events such as carol singing and the local horticultural show. They are learning to celebrate cultural and religious differences.

Outcomes for being healthy are good. Pupils know what constitutes a healthy diet and comment that the fruit and milk they have for their snack are good for them. They also have a good understanding of the benefits of physical activity; they engage in extra-curricular activities which support healthy life-styles, such as the 'Lets Get Cooking' initiative and sports. Pupils are developing skills to support them in the future. They are confident using computers and are developing good levels of literacy and numeracy. Pupils attend well and are punctual.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

The quality of teaching is good overall, with some examples of outstanding practice observed during the inspection. This good standard is due to close monitoring by senior leaders and a collegiate approach to planning. In the most effective teaching, teachers constantly refer to both the learning objective and success criteria for the lesson; pupils understand what they are expected to learn and are able to evaluate their own learning and progress. Pupils are also very well supported to identify for themselves ways to extend and improve their learning. Good use is made of strategies to keep pupils focused and on-task throughout the lesson, such as the effective use of talk and learning partners when pupils discuss and explain their learning to each other and to staff. Occasionally, teaching drops below this good standard when teaching assistants do not effectively support learning, when staff are overly directive or when activities do not fully engage some of the youngest children.

Good use is made of assessment to ensure teachers have a clear understanding of the quality of each child's progress and the standards they have reached. Most teachers give pupils good quality feedback so they know how to improve their work further and are alert to pupils' learning during lessons; good questioning ensures all pupils make gains in their learning. Rigorous analysis of data provides a clear picture of progress and enables leaders and teachers to identify and respond quickly when pupils are at risk of not progressing as much as they should.

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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Pupils are provided with a broad and varied curriculum. Staff who teach the same year group plan together so that pupils are given equal access to the curriculum. Exciting and innovative trips and visitors to the school enhance the school’s curriculum. For example, during ‘Science week’ pupils are given the opportunity to learn about star constellations in the ‘Star Lab’, attend a science show and undertake a visit to ‘At-Bristol’. A range of extra-curricular activities, such as Film Club and French Club, are provided to enrich pupils’ experiences.

The school provides a welcoming learning environment for all pupils. Vulnerable pupils are catered for well and some of the most vulnerable pupils make great gains in their learning. For example, effective use of intervention programmes has resulted in some pupils making rapid progress in their reading skills. The parent and family support advisor has successfully developed links with parents and carers and has had a positive impact on improving the attendance of pupils. The school works with a range of agencies to sustain the well-being and development of individual pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is led well by a dedicated headteacher and committed senior leadership team who work very effectively together to lead and motivate the staff team. Leaders and managers have a good understanding of the school’s strengths and weaknesses. They are supported effectively by the governing body which knows the school well and challenges it to improve. Comprehensive plans are in place, which focus on suitable areas for development drawn from a rigorous analysis of evidence such as school data. Systems to monitor the quality of teaching and learning are used well. The headteacher leads on observing the quality of teaching across the school and, in addition, subject leaders monitor how well individual subjects are being taught.

The school has very positive relationships with parents and carers. A regularly updated website makes a range of information regarding the curriculum available so that parents and carers are able to find out what their children are learning. They are kept informed at regular parents’ evenings where their child’s progress and targets are discussed. Regular workshops and curriculum days help parents and carers to see the progress their child is making and how they can extend this at home.

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The school is involved in a variety of partnerships within the local area. Its strong involvement in the local community 'learning partnership' enables teachers to develop professionally. Governors are well aware of the partnerships that the school has and encourage their development. In particular, they support the relationship with a similar school in a nearby town so that staff can share their good practice. Good links have been made with many pre-school settings and teachers have the opportunity to visit so that children due to start at the school can become familiar with them.

The school has effective strategies in place to support different groups of pupils. Interventions in literacy and numeracy are evident for vulnerable pupils which overall are having a positive impact on their development. Community cohesion is good. Pupils learn about and celebrate diversity and difference. They learn about disabilities during the 'Looking after ourselves and others' week, and pupils and their families talk about and share their culture and religious beliefs with the whole school. International links are in place with a school in Uganda and visitors have come to talk to pupils about their experiences. National links are less developed, although plans are in place for the school to link with a coastal school.

Clear policies and strategies are in place to support the effectiveness with which the school safeguards pupils. Good risk assessments mean that hazards are minimised and effective security arrangements ensure pupils are kept safe from intruders. Staff are well trained in child protection and governors have a good understanding of safeguarding issues. Staff work well with outside agencies to promote the welfare of those who may be subject to a child protection plan.

These are the grades for leadership and management

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

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Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress overall. They enter with skills that are typically below those which would be expected, particularly in their language and communication development. Through regular observations and assessments, staff know the children well and plan to meet their needs. The school has recently introduced improvements to the rigour of assessments undertaken at the end of the Early Years Foundation Stage. While this has contributed to an apparent downward trend, the school now has a more accurate picture of children’s achievements. By the time children enter Key Stage 1, most have developed skills that are in line with or just above those expected.

Children are able to access a range of opportunities which promote all areas of learning. Improvements to the outside provision since the last inspection mean that they now engage in the full curriculum, both indoors and outdoors. Opportunities are provided during the day for children to flow freely between the two areas. Overall provision is good, although this is not always consistent. Good role modelling by staff means that children are developing their knowledge of the sounds that letters make and are beginning to apply this to their reading and writing. However, on occasions, children become restless and are less engaged in their learning when activities do not offer sufficient challenge, and when their choice of activity is limited and they are unable to initiate their own learning. Leadership of the Early Years Foundation Stage is strong. The coordinator has a good knowledge of the Early Years Foundation Stage principles and how children learn. She has a clear understanding of where improvements are needed and is working towards meeting these.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An average response rate was received to the parents’ and carers’ questionnaires. These demonstrated that parents and carers are highly supportive of the school. Typical comments include: ‘Very pleased with the way the school is led and managed’, ‘Teachers are enthusiastic about teaching and always approachable’, ‘My son settled in so well and is learning so much...I am so pleased that I chose Hindhayes, an absolutely fantastic infant school’, ‘School environment is welcoming and friendly and my child really enjoys coming to school and learning’. The

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inspection evidence supports these and the other positive comments made. The negative issues raised were few in number and parents and carers are encouraged to discuss any concerns they may have with the school. A concern was raised regarding the consistency of job-share teaching. Staff are given time to plan the curriculum and lessons together to ensure consistency. A concern was raised about the effectiveness of communication from the school. The school has systems in place, for example using text messaging to inform parents and carers of emergencies, such as the need to close the school in the case of poor weather, and through information published in the school's weekly newsletter.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindhayes 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	77	15	23	0	0	0	0
The school keeps my child safe	53	80	13	20	0	0	0	0
The school informs me about my child's progress	43	65	22	33	0	0	0	0
My child is making enough progress at this school	44	67	20	30	0	0	0	0
The teaching is good at this school	51	77	15	23	0	0	0	0
The school helps me to support my child's learning	49	74	14	21	1	2	0	0
The school helps my child to have a healthy lifestyle	46	70	19	29	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)	38	58	23	35	0	0	0	0
The school meets my child's particular needs	46	70	18	27	2	3	0	0
The school deals effectively with unacceptable behaviour	43	65	19	29	0	0	0	0
The school takes account of my suggestions and concerns	37	56	23	35	2	3	0	0
The school is led and managed effectively	43	65	20	30	0	0	0	0
Overall, I am happy with my child's experience at this school	52	79	14	21	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



24 November 2011

Dear Pupils

Inspection of Hindhayes Infant School, Street, BA16 0HB

I am writing to say how much we enjoyed visiting your school and seeing all the exciting things you are learning. Thank you to those of you who came to speak with the inspectors. We could see how hard you have all been working and how well you are all doing with your reading, writing, science and mathematics.

Your headteacher and all your teachers do a great job. They give you lots of exciting and interesting things to do in school which you really enjoy. We saw that all teachers and their assistants keep a close eye on each of you and make sure they help all of you to learn as much as you can. We agree with you that you go to a good school that cares for you very well.

We have asked your teachers and governors to do two things to help make your school even better. First, we have asked them to help you to improve your writing, particularly those of you who find this difficult. Second, we asked them to give the children in the Reception classes even more interesting things to choose from.

You can help your teachers by continuing to work hard. I hope you continue to enjoy your learning at Hindhayes Infant School.

Yours sincerely

Jane Burchall
Her Majesty's Inspector

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