

# Hillborough Infant and Nursery School

Hillborough Road, Luton, LU1 5EZ

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- Pupils make rapid progress to reach above average standards in reading, writing and mathematics. They acquire very good personal skills.
- Teaching is outstanding. Staff know pupils extremely well and expect them to do their very best.
- Behaviour and safety are outstanding. Pupils say they feel safe and really enjoy their learning. Everyone gets on very well together, no matter what their background.
- Highly rigorous systems are used very effectively to check the progress of every pupil and quickly help any who fall behind.
- Excellent organisation leads to the smooth daily running of the school and strongly promotes a highly consistent approach amongst staff.
- Leaders are committed to continued improvement. They make sure that training for staff matches the school's needs very well and sustains high-quality teaching and learning over time.
- Leaders recognise the need to sustain pupils' progress in reading and writing and to strengthen how well they do in phonics (the sounds that letters make) even more.

## Information about this inspection

- Inspectors observed 22 lessons, of which three were observed jointly with senior leaders. Sixteen members of staff were seen teaching and inspectors observed one assembly.
- Meetings were held with groups of pupils, members of the governing body, school leaders and staff. Discussion was held with a representative of the local authority.
- Inspectors spoke to pupils during lessons about their work, looked at their books and listened to pupils read.
- Inspectors took account of 19 responses to the online questionnaire (Parent View).
- Inspectors analysed responses from 42 questionnaires completed by school staff.
- Inspectors observed the school's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Alwyne Jolly

Additional Inspector

Christopher Ogden

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is well above average. Over half the school's population speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is above average.
- A higher-than-average proportion of pupils join or leave the school at other than the normal times during the school year.
- The school shares a site with the junior school.
- The school runs a breakfast club and an after-school club which are both managed by the governing body.
- The school has experienced significant staff changes since the previous inspection.

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

- Maintain a focus on literacy to:
  - make sure pupils' rapid progress in reading and writing is sustained
  - strengthen pupils' achievement in phonics (the sounds that letters make).

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start in the Nursery and Reception classes with skills lower than those expected for their age, especially in speaking English. They make a very good start in all aspects of their learning although, by the time they enter Year 1, their level of achievement is still lower than expected in language skills and writing.
- Pupils make rapid progress in Years 1 and 2. By the end of Year 2, standards in reading, writing and mathematics are above average. This is because the school has a very strong focus on developing pupils' basic skills and giving pupils plenty of chance to use them.
- Pupils develop very good speaking and listening skills. They share their ideas with each other. They listen extremely well to their teachers and quickly extend their vocabulary. For example, during the inspection, pupils suggested 'grumpy', 'terrified', 'gorgeous' and 'stunning' as 'awesome adjectives'.
- Talking about their ideas prepares pupils very well for their writing. By the end of Year 2, pupils present their work very neatly, use joined handwriting and write extensively. They use grammar and punctuation confidently and write imaginatively in English lessons and in other subjects.
- Pupils really enjoy reading stories and information books. They learn about letters and sounds (phonics) regularly, but the school recognises that pupils' achievement in phonics is not as high as in reading. As a result, more is being done to ensure daily practice for those who need it and achievement is rising.
- In mathematics, pupils use their well-developed skills in practical tasks. For example, during the inspection, they measured parts of their body using string. They worked very well together and recorded their results accurately. They often use mathematics in other subjects.
- Disabled pupils and those who have special educational needs receive help that is precisely matched to their needs. They make rapid progress towards their own learning targets. Those who find it difficult to behave well respond very well to adults and make excellent improvement over time.
- All pupils, including those from minority ethnic groups, do equally well. Newcomers are welcomed and settle quickly. Those who join the school with little or no English make rapid progress because they are skilfully helped to develop their language skills, often working closely with teaching assistants and support staff.
- Income the school receives for pupils known to be eligible for free school meals is spent on resources and extra staffing to best match individual pupils' needs. The school's information shows these pupils do as well as their classmates and better than similar pupils nationally to reach above-average attainment in reading, writing and mathematics.

### The quality of teaching

### is outstanding

- Teachers have very high expectations of all pupils. Work in class and in small groups is very well matched to pupils' abilities so all have the chance to do well. Staff know pupils very well and recognise how best to help each one to achieve their full potential.

- Teachers give pupils interesting work, which motivates them to learn exceptionally well, and make sure they use a range of skills. Stories and visits are often used as starting points and excellent links are made between subjects.
- Leaders insist upon a consistent approach to marking in all classes. Staff give very positive feedback to pupils so they know how well they are doing and how they can do better. As a result, pupils quickly improve their work and rapid gains in learning are assured.
- Teachers quickly gain pupils' interest and maintain a very good pace as lessons proceed. They make sure pupils understand what they are learning about and what they should achieve by the end of the lesson. This means pupils are clear about what to do and get on with their tasks without delay.
- In the Nursery and Reception classes, staff focus strongly on developing social and literacy skills. They motivate children to learn very successfully and help them to become confident and independent so they are ready for their move to Year 1. Children say they are 'getting ready for big school'.
- Pupils benefit from reading regularly to adults, and those identified as falling behind work in small groups to help them catch up. Staff make sure pupils understand what they are reading. Books are well organised so staff are certain that texts are well matched to ability.
- Teaching assistants are fully involved in lessons and work expertly with small groups or individuals. They often work closely with pupils learning English, disabled pupils and those who have special educational needs. They give these pupils the right level of support to become independent learners.

### **The behaviour and safety of pupils are outstanding**

- Pupils say they are happy and feel safe in school, and parents and carers agree. Pupils learn exceptionally well in a range of subjects because they enjoy their learning. They particularly like 'Golden Time' and choosing their own activities.
- Pupils are keen to do well. They say the work they do is just right. One pupil said, 'Our teacher knows if we can do better.' They practise their spellings, handwriting and multiplication tables, often for homework, which they say helps them to learn in class and at home.
- Behaviour is excellent. Pupils move without fuss around the school. The school's arrangements for playtimes ensure good use of space to safely accommodate all pupils. Highly consistent behaviour management by all staff makes a strong contribution to the school's smooth running.
- Pupils listen very attentively during assemblies and celebrate everyone's success. They strive to achieve awards for academic and personal achievements and are very proud of their successes. They participate keenly in helping the school and each other.
- Pupils talk very sensibly about bullying and recognise unsafe situations, including when using computers. They are confident that staff will resolve any issues. Incidents are rare but any that arise are stringently recorded and followed up. Discussions in assemblies and lessons help pupils to understand how to handle any concerns.
- Attendance figures show improvement over time due to the school's concerted efforts, especially

in helping parents and carers to see how poor attendance affects their children's learning. Good attendance is celebrated and pupils know how important it is to be punctual. One pupil said, 'You have to be on time or you have to go through the late door.'

## **The leadership and management** are outstanding

- The school is highly successful in maintaining outstanding achievement and teaching. Leaders are not complacent. They recognise a recent focus on mathematics has raised pupils' attainment to be higher than in literacy. Leaders are keen to ensure that reading and writing levels are sustained.
- The headteacher is highly ambitious for pupils and staff. She heads a strong leadership team and makes the most of individual expertise. Excellent systems ensure a consistent approach to teaching and learning, with an uncompromising focus on improvement.
- Training given to staff raises their skills and matches the needs of the school precisely. Performance is checked robustly and regularly. This outstanding school receives light-touch support from the local authority which provides good partnership links with other schools.
- Leaders, including those in the Early Years Foundation Stage, ensure a happy school which celebrates cultural diversity. All are valued, reflecting the school's commitment to equality of opportunity. There are stringent systems to check the progress of every pupil and none is allowed to slip behind. Discrimination of any kind is not tolerated.
- The school offers a wide range of subjects, enhanced by a rich array of experiences. Exciting topics motivate pupils to use their creative, social and academic skills extensively. They develop skills and talents in art, music, sport and performances. Pupils take a keen interest in others.
- Excellent daily links exist with parents and carers. The school does much to involve them in their children's learning and help them to improve their own skills. The 'Out of School Club' at the start and end of each day provides valuable facilities for parents and carers and a range of sociable and well-chosen activities which infant pupils and those from the neighbouring junior school enjoy.
- **The governance of the school:**
  - Governors are highly effective and know the school very well. They ensure excellent deployment of staff and resources to benefit all pupils. Governors are fully aware of the connection between good teaching and good achievement and the links with teachers' pay. They are closely involved in making decisions about staff training and managing teachers' performance. Governors are highly ambitious for the pupils and have an accurate understanding of pupils' skills and abilities. They monitor information on how well pupils do, including those for whom the school receives the pupil premium, and keep a close eye on spending. Governors visit the school frequently and often ask challenging questions so they are clear about the effectiveness of the school's work. They undertake training to develop their skills and meet members of other governing bodies. Governors carry out their responsibilities very well and ensure that robust safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	109581
<b>Local authority</b>	Luton
<b>Inspection number</b>	412067

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

<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>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Boyle
<b>Headteacher</b>	Jane Donati
<b>Date of previous school inspection</b>	20 March 2007
<b>Telephone number</b>	01582 725764
<b>Fax number</b>	01582 419551
<b>Email address</b>	Hillborough.Infants.Admin@luton.gov.uk

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