

Falconers Hill Infant School

Ashby Road, Daventry, NN11 0QF

Inspection dates 11–12 September 2013

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

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress and achieve well in all subjects. By the time they leave school pupils' overall standards of attainment are above average.
- Teaching is consistently good and there is some that is outstanding. Other adults in lessons are highly skilled and make a valuable contribution to pupils' good progress.
- Pupils' behaviour is outstanding in lessons and around the school. They are managed extremely well by all staff and say they feel very safe in school.
- The school promotes pupils' spiritual, moral, social and cultural development very well.
- Senior leaders and governors do a good job. They have a very clear understanding of what the school does well and where improvement lies. They ensure that the management of performance results in improving teaching across the school.

It is not yet an outstanding school because

- Not enough teaching is outstanding to drive pupils' progress more rapidly.
- Occasionally, work in lessons is not matched accurately to pupils' ability and expectations are not always high enough, particularly of the more able.
- The pace of learning slows in some lessons because teachers spend too long at the start of lessons, going over work already learned or explaining the tasks to come.

Information about this inspection

- Inspectors observed 14 lessons, of which two were seen jointly with the headteacher. In addition, inspectors listened to pupils read.
- Inspectors took account of the 28 responses to the online parent questionnaire (Parent View).
- Meetings were held with a group of pupils, the Chair of the Governing Body and school leaders.
- Inspectors looked at many documents including: the school’s own information on pupils’ current and recent progress; planning of work in different subjects; leaders’ monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- This is an averaged size primary school.
- The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below average. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportions who are supported at school action plus or with a statement of special educational needs are well above average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals and those in the care of the local authority) is average.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding, in order to accelerate progress and raise achievement to the best it can be by ensuring that:
 - teachers consistently use assessment information they have about what pupils know and can do to plan work that is always accurately matched to the pupils' abilities and increase expectations, particularly the more able.
 - increasing the pace in lessons so that pupils spend the majority of the time on tasks and activities.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in Year 1 and 2 and achieve well. Standards have improved and are above average in reading, writing and mathematics at the end of Key Stage 1. Activities in lessons and across the curriculum motivate pupils and develop their love of learning. As a result, their positive attitudes have a good impact on their achievement.
- Children in Reception start the school with skills that are below expectations for their age, particularly in communication and language skills. They make good progress in all areas of learning because of good teaching in the welcoming and supportive environment. Pupils enter Year 1 as confident learners.
- New approaches to teaching phonics have eradicated the weaknesses seen in the national assessment when the current Year 2 was in Year 1. Pupils heard to read during the inspection confidently used the techniques to sound out letters to make new words. This confidence in reading helps to extend their learning in other subjects.
- Work is usually well matched to pupils' skills and abilities and generally stretches them well; this results in them making good progress. On a few occasions, the work for more able pupils is not always challenging enough and this sometimes limits the progress they make.
- Pupils write at length in different subjects, such as history and science, and they develop their writing skills well. They are confident speakers and are good at listening, because they regularly discuss their ideas together in lessons. Pupils are skilled in numeracy and enjoy solving real-life mathematical problems.
- Disabled pupils and those who have special educational needs make good progress as a result of the extra help they receive. This is because teachers and particularly other adults support them very well in lessons, and provide work and teaching materials best suited for their learning needs.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make similar progress to other pupils. This is because their learning needs are identified and responded to well, so that they settle quickly.
- Those pupils eligible for the premium make good progress and reach above average standards. The school invests carefully and wisely in staffing to ensure these pupils receive the support they need. This year there was no attainment gap in mathematics between eligible pupils and the others. In reading they were just over a term and in writing less than a term behind their classmates.

The quality of teaching is good

- Consistently good and occasionally outstanding teaching ensures pupils achieve well over time. There are positive relationships between teachers and pupils in lessons and this supports pupils' learning. Staff ensure that activities are interesting and motivating. As a result, pupils develop positive attitudes and these have a positive effect on their learning.
- Teachers make good use of targets and explain ideas clearly and confidently. They use questions well to enable pupils to explain their answers. These questions give pupils opportunities to

explore and develop their understanding.

- Teachers use a variety of creative ways to engage, motivate and interest pupils. In a Year 2 lesson, pupils made excellent progress during an interactive computer game to read and spell words correctly, and then create new words and make sentences for them.
- Other adults provide very good support for vulnerable pupils because they are well briefed by teachers. Their work with disabled pupils and those with special educational needs is particularly effective because they know pupils' targets and set work suitable for their needs so that they make good progress.
- Teachers give pupils good opportunities to work individually and in groups on a variety of tasks and activities. Working with partners helps pupils to challenge one another and share their ideas, such as how to use language effectively or which calculation method would be best to use in a mathematical task.
- Most teachers use information about pupils' ability and progress effectively in their planning. When this information is not used well, planning does not challenge all pupils sufficiently, particularly the more able.
- In some lessons the pace is too slow and teachers spend too long going over work already learned, or explaining the task ahead. This cuts short the time for pupils to be getting on with the work and finding things out for themselves.

The behaviour and safety of pupils are outstanding

- Pupils have excellent relationships with each other. They are kind and very caring and are also very polite, well mannered and courteous to adults. Their exemplary behaviour around the school was seen in the playground, during assembly and in the dining room.
- Pupils' attitudes to learning are very positive. They show great enthusiasm for learning and are determined to do their very best. Pupils are eager to contribute to lessons as they answer questions put by staff and ask thoughtful questions to extend their own thinking.
- Staff manage and support pupils' behaviour extremely well. They know the pupils very well as individuals and can offer help to those with additional emotional needs, so that they can play a full part in learning. Pupils say there is no bullying in the school and that behaviour is very good. They understand about the different types of bullying such as name-calling.
- Pupils say they feel safe in school and know about keeping safe when out and about and at home. They look out for one another and are careful when using equipment. They enjoy taking responsibility and feel that adults listen to their views.
- All parents who responded to the online (Parent View) questionnaire said their children are safe, well cared for and the school makes sure that pupils are well behaved.
- Attendance has improved and is now average and rising. Senior leaders have worked effectively to promote regular attendance. Punctuality is excellent.

The leadership and management are good

- The headteacher provides the school with a clear direction and she is well supported by leaders at all levels demonstrating a good capacity for further improvement. There is a strong vision and determined drive by the headteacher, senior leaders, governors and staff for improvement in all areas that supports pupils' good progress.
- The headteacher and leaders make good use of information from regular checks on teaching and learning to develop teachers' skills and improve teaching. Targets set for teachers are closely linked to pupils' achievement and shows their skills have improved. Teachers' pay levels are determined by how successful they are in helping pupils to achieve well.
- Other leaders' skills are developed well so they are prepared effectively for their roles and responsibilities. Subject leaders are effective. This has been due to the coaching by senior leaders and the effective use of training. They have led to improvements in both English and mathematics, which have resulted in improvements in the performance of pupils across the school. Effective leadership of the Early Years Foundation Stage ensures that children make good progress across all areas for learning.
- The school has an accurate understanding of how well it is doing and where further improvements are needed. Leaders are committed to providing equal opportunities for all pupils. Their careful analysis of the progress of different groups and individuals enables them to provide support for any pupils who are in danger of underachieving to ensure they do not fall behind.
- The subjects taught are well planned and enable pupils to use their literacy and numeracy skills when studying interesting and exciting topics such as 'Heroes and Villains' and the 'World of Puppets'. These promote pupils' interest and positive attitudes well. Many enrichment activities extend pupils' learning beyond school and promote their spiritual, moral, social and cultural development very well. For example, during an assembly children were encouraged to discuss how different animals can live together in unity in the local woodland.
- The school involves parents well in school activities. A large majority of parents take up the opportunity to attend the daily 'good morning' sessions when they spend 15 minutes alongside their children discussing their work with them.
- The school uses the extra funding for physical education and sport well to improve the quality and amount of provision. A dedicated sports coach delivers good quality sports sessions that ensures active participation of all pupils. High numbers of pupils take up the lunchtime and after school sports clubs such as mini tennis and football, this encourages pupils to develop healthy lifestyles. The school has suitable plans to evaluate the impact of the funding on pupils' achievement and health.
- The local authority provides appropriately measured support for this good school. It will continue to monitor its performance from a distance.
- **The governance of the school:**
 - Governors have a clear understanding of the strengths and weaknesses of the school. They have an increasing knowledge about the school's performance compared to other schools and how well different groups of pupils achieve, including those funded through the pupil premium. Governors are supportive while ensuring the school does all it can to improve pupils' achievement further. Governors find out about the school through visits to classes. Governors carefully monitor the school's finances, including the extra funding for eligible pupils and how it is helping them to achieve better. They assess their own training needs to get the best

balance of skills to help the school. Governors make sure that national safeguarding requirements are met.

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	121887
Local authority	Northamptonshire
Inspection number	425098

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Graham Holloway
Headteacher	Coleen Wilkins
Date of previous school inspection	17 September 2008
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