

# Yeading Infant and Nursery School

Carlyon Road, Yeading Lane, Hayes, UB4 0NR

**Inspection dates** 2–3 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Over time, attainment has consistently been significantly above average for all subjects, notably for reading. Pupils from various ethnic groups do well across the school in all years because of the support provided to meet their needs.
- The large majority of teaching is consistently good or better because of good questioning and teachers' good subject knowledge.
- Additional adults in classes support pupils' learning well.
- Younger pupils get a good start in the Nursery.
- There are excellent opportunities for parents to be involved with their child's learning.
- There are excellent opportunities to encourage pupils to be actively involved in the development of the school.
- Social moral, spiritual and cultural development is strong. The school has developed a wonderfully inclusive and harmonious environment which is an ideal setting for all pupils to learn well.
- Pupils behave very well and feel very safe in school.
- Pupils and staff are polite and courteous towards each other, fostering good relationships throughout the school.
- Leaders and managers at all levels understand the needs of the pupils, making sure most groups are improving and achieve their best through the good checks that are made on teaching and learning.

### It is not yet an outstanding school because

- Achievement is not yet consistently well above national averages in reading, writing and mathematics, particularly for the more able.
- Pupils do not always have time to check if they have met their personal targets.
- Pupils are not always clear how to improve their work or have regular opportunities to respond to teachers' comments in their marking.

## Information about this inspection

- Inspectors observed 28 lessons of which 19 were jointly observed with the headteacher, deputy headteacher and assistant headteacher.
- Inspectors considered a range of evidence including the school’s development plan and self-evaluation, monitoring reports, performance management records, policies on child protection and special educational needs, case studies, pupil premium records, the sport premium action plan, attendance records, minutes of governing body meetings, safeguarding information, classroom displays, books related to previous learning projects and records relating to behaviour and safety.
- Meetings were held with groups of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage and mathematics coordinators, the literacy coordinators, teaching assistants, a representative from the local authority, the special educational needs coordinator, the Chair of the Governing Body and another member, and a parent.
- Inspectors attended assemblies, observed a break time, lunchtime and a morning activity where there was an opportunity for pupils to work with their parents on writing.
- Inspectors took into account 50 responses to Parent View, the online questionnaire and a discussion with parents. Inspectors took account the views of staff in 62 questionnaires.
- Inspectors looked at the school website.
- Inspectors analysed information on pupils’ achievement across the school over time and the school’s own achievement data.
- Inspectors looked at samples of pupils’ work, listened to a number of pupils read from Year 1 and Year 2 and observed the teaching of phonics.

## Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Bimal Thakur

Additional Inspector

Rosmarie McCarthy

Additional Inspector

## Full report

### Information about this school

- The school is a much larger than the average-sized primary school.
- Children join the Early Years Foundation Stage part time in the Nursery and then full time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding in this school for children in local authority care and pupils entitled to free school meals, is average.
- Almost all pupils are from a range of different ethnic groups including Indian, Pakistani, any other Asian background and Black African. Smaller groups include Irish, any other White background, mixed White and Black African, other mixed backgrounds, Bangladeshi, Caribbean, others from Black backgrounds and other ethnic groups.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of those who are supported through school action plus and of those with a statement of special educational needs is also below average.
- There is no alternative or off-site provision.
- The school has a children's centre on site, which is inspected separately.
- The school has won various awards including the Green Flag eco-schools award.

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

- Raise achievement so that it is consistently well above national averages by:
  - making sure pupils who are more able are regularly challenged appropriately in lessons in writing and mathematics.
- Increase the proportion of outstanding teaching by:
  - making sure pupils have opportunities in lessons to check if they have met their personal targets
  - ensuring all pupils are clear, from comments in teachers' marking, what they need to do to improve and have regular opportunities to respond to these comments, especially in writing and mathematics.

## Inspection judgements

### The achievement of pupils is good

- Since 2011, children enter the Early Years Foundation Stage with skills below those expected for their age and the majority make the good progress by the time they leave the Early Years Foundation Stage, and then also in Key Stage 1.
- Attainment has been mostly above, or well above, the national average for all subjects.
- Attainment in reading has been significantly above national standards since 2009, apart from 2011 where, although above average, it was not well above. Since then it has been well above average and school data show that this is likely to be the case for 2013.
- Prior to 2011, attainment in writing was well above the national figure, but in 2011 and 2012 it was only average. However, there is now an upward trajectory as the school's own data indicate improvement.
- Attainment in 2010 for mathematics was well above the national figure. Although on an upward trend since 2011, attainment has not been well above. Current school data suggest there is a continuing upward trend.
- The attainment of the more able pupils in reading and mathematics is above national expectations, but not well above. At the end of Year 1, the phonics screening check shows that pupils' understanding of letters and sounds has improved dramatically from the previous year. School data show that, while some pupils make outstanding progress, the majority make good progress.
- The attainment of pupils entitled to pupil premium funding has been behind their peers in the last three years in reading, writing and mathematics. In 2013, by the end of Key Stage 1, the attainment of these pupils was better than that of all pupils nationally and they did better than their peers in school in reading. In writing and mathematics, their attainment was similar to their peers, thus closing the gap. The school is using the pupil premium funding well to ensure that eligible pupils make good progress and achieve well.
- The progress of disabled pupils and those who have special educational needs is good. Skilled teaching assistants help these pupils make good progress from their starting points. Outside agencies, such as those offering speech therapy, are used to good effect to help pupils who have specific learning and emotional needs.
- By the end of Key Stage 1, pupils from all different ethnic groups reached national expectations in reading, writing and mathematics apart from Bangladeshi pupils. However, the performance of this group has improved and school data show they now make good progress, as do other groups, thus successfully promoting equal opportunities for all. Pupils who speak English as an additional language make better than expected progress because of the good support they receive.

### The quality of teaching is good

- Nearly all pupils achieve well because of consistently good and some outstanding teaching in both the Early Years Foundation Stage and Key Stage 1. Interactive whiteboards are used well to engage pupils and to help make teachers' expectations clear. Teachers and teaching assistants know the pupils well, which helps pupils to take a sustained interest in their learning and to want to do their best. Teachers' good subject knowledge and use of questioning encourage pupils' independent learning.
- Children in the Nursery and Reception classes benefit from a well-organised and rich environment, good teaching and well-planned activities. There is a strong emphasis on developing pupils' language skills and extending their vocabulary. In an outstanding lesson in Reception, children took an active part in their learning. They showed great confidence in improving their understanding of sounds of letters and in transferring them to their writing.
- Teachers mostly have high expectations, but occasionally the needs of the more able are not

fully met. Teachers make sure that pupils know their challenging targets and, in the better lessons, give pupils the opportunity to check if they have met them, and to respond to comments in their marking to correct and improve their work. However, in some cases, pupils are not checking if targets have been met or what they need to do to improve. They do not have very regular opportunities to respond to the comments in teachers' marking, especially in writing and mathematics.

- Pupils read widely and often. It is a strength of the school. They have a good knowledge of fiction and non-fiction books and a good understanding of what the terms author and illustrator mean. The school supports pupils well by making sure individuals have the correct reading book for their level of ability. From Nursery onwards, children learn the sounds of letters and use them well when they read. Reading is monitored to ensure pupils make rapid progress. Interventions are put in place for those who need additional support, which improves these pupils' understanding of what they are reading. There are regular opportunities for parents to attend school and listen to their child read, as well as children taking a book home so parents can support their progress in reading.

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

- Pupils work extremely well, both with others and on their own, in almost all lessons that were seen during the inspection. They were incredibly supportive of each other, for example in taking turns and sharing resources during a practical mathematics lesson where they had to share solid three-dimensional shapes to identify their properties. They enjoy learning and like reading the comments made by teachers about their work.
- Social, moral, spiritual and cultural development is strong. The staff, pupils and parents are proud and passionate about their school. It is a happy, welcoming and inclusive community. The school fosters good relationships as pupils are very respectful towards their teachers and one another in being polite and courteous. They know right from wrong and follow the positive 'golden rules' the school has in place. Rewards, such as house points, are in place and teachers use them effectively in class for managing behaviour. The school develops a sense of empathy through raising funds for a number of charities. Assemblies are awe inspiring, spiritual in nature, engaging and respond effectively to the various spiritual needs of the school's diverse community.
- At lunchtimes, pupils and adults happily perform dances to music in the amazing outdoor environment. They have numerous opportunities to improve their physical skills with the play equipment provided. Pupils are encouraged to develop their speaking and listening and social skills in 'speakers corner' and in the singing corner. A sandy beach is available for pupils to make sandcastles and for some pupils to rest and converse with each other in comfortable deck chairs. Older pupils are specially trained to help younger children play together, and so make lunchtimes more harmonious and active. There are other opportunities for pupils to take on responsibilities, both in class and across the school, such as the 'eco warriors' and as members of a democratically elected school council.
- Parents report that their children are happy and safe at the school. Pupils report that behaviour is good and they feel safe. They believe the school takes every effort to keep them safe, from guidance as to when to wash their hands in Nursery to wearing the right clothing when learning in their delightful forest area, and about internet safety.
- Pupils have a good understanding of what constitutes bullying and some types of bullying. They told inspectors they believe the school deals with bullying effectively. They can write their concerns and put them in a 'worry' box. Adults in the school respond quickly to their concerns.
- Outside on the playground there is a large whiteboard where pupils can leave messages or ideas on how to improve the school. It is regularly monitored by the headteacher who responds to the pupils' ideas, such as creating the new beach area.
- All groups of pupils are monitored well for punctuality and attendance. The school takes effective steps to tackle any low attendance. Overall, attendance is above average.

**The leadership and management are good**

- There is strong leadership by the dynamic headteacher with the support of her senior managers. She has maintained high standards and the local authority provides support through training and monitoring her performance. The headteacher holds other teachers to account. She makes sure that staff salaries and their performance are closely linked with pupil standards and the quality of teaching they receive. Middle leaders carry out their role conscientiously, enthusiastically and with professionalism.
- The new sports funding is being used effectively to develop teachers' expertise and to improve the skills of pupils in lessons. It has improved attendance at school clubs and increased pupils' participation in local competitions. Throughout the school day, in various lessons, there are opportunities to develop pupils' understanding of healthy lifestyles and how to improve their physical well-being.
- All leaders have used data effectively to improve the achievement of various minority ethnic groups, thus promoting equality of opportunity and tackling discrimination effectively, despite some different performance levels of more able pupils in writing and mathematics. Leaders highlight any potential underachievement and provide good support for those pupils who need it most. Outside agencies, such as speech and language therapies, are used well to improve the learning for those most in need.
- The curriculum is broad and balanced. Pupils have good opportunities to attend after-school clubs, which include sports, music and martial arts. Homework reinforces pupils' learning in all year groups. There are themed weeks, including those to keep pupils healthy such as a walk to school week. Pupils are actively encouraged to perform in local competitions that develop their personal talents. There is a well-resourced environmental area where all pupils can learn practical science such as growing plants, watch the local wildlife and develop skills using tools.
- Work with parents is strong. Almost all parents believe their children make good progress and that the school meets their particular needs. They are kept well informed of their child's progress through regular informal and formal meetings. There are good learning opportunities such as 'writing and reading with me' with parents and pupils working together on some mornings.
- **The governance of the school:**
  - The governing body challenges and supports school leaders effectively and has a good understanding of its needs. The governors are aware of the teachers' performance and how well teachers are being remunerated for their level of expertise. They hold the headteacher fully to account for ensuring that staff salaries and their performance are closely linked. They are well informed about the key issues facing the school and have been actively involved in planning for the future with staff. Governors have attended local authority training, which has helped them form an accurate view of the school's performance and the quality of teaching. They know which groups are performing well and which need additional support. They take their responsibilities seriously and attend the school, other than just for meetings, for training days and taking assemblies. Governors have overseen the allocation of the pupil and sport premium within the school and know how effective it is in improving pupils' achievement. With the support of the local authority, they lead the headteacher's performance management and have given her robust targets. The school meets the statutory requirements for safeguarding.

## 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>	102404
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	425618

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>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Sally Moring
<b>Headteacher</b>	Rupinder Kaur Ahluwalia
<b>Date of previous school inspection</b>	22–23 October 2008
<b>Telephone number</b>	0208 573 3389
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