

Feltham Hill Infant and Nursery School

Bedfont Road, Lower Feltham, Feltham TW13 4LZ

Inspection dates

23–24 February 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The new headteacher, ably supported by senior colleagues and governors, has relentlessly driven through significant improvements in all aspects of the school's work. As a result, this school is a centre of excellence providing all of its pupils with an outstanding education.
- Leaders at all levels ensure that staff receive highly effective training. This ensures that teachers and support staff can work seamlessly together to provide pupils with exciting and challenging learning activities that help them make rapid progress in their learning and personal development.
- Governors have vastly improved their working practices. They are fully involved in the life of the school and know its work well. They are highly ambitious and make a strong contribution in supporting leaders to secure excellence.
- Early years provision has been transformed since the time of the previous inspection. Children thrive in the extremely vibrant setting. Resources are exceptionally well deployed and teaching is of the highest standard. Staff from other schools regularly visit the early years to learn from this splendid practice.
- Teaching is outstanding. Pupils thoroughly enjoy their learning as planned activities are exciting and engaging. Teaching helps pupils to understand the real-life relevance of their learning and to apply their reasoning skills to solve problems.
- All groups of pupils make rapid progress from the time that they join the school until they leave at the end of Year 2. Standards reached at the end of Key Stage 1 in reading, writing and mathematics are consistently well above the national averages.
- Pupils who have special educational needs or disability, including those in the new specialist resource centre, as well as disadvantaged pupils, receive sharply targeted support to meet their individual needs. Like their peers, they make fast progress from their starting points.
- Pupils' behaviour is impeccable. Their extremely positive attitudes help them to excel in their learning.
- Pupils' personal development and welfare are at the heart of the school's work. Pupil's spiritual, moral, social and cultural development is outstanding. They leave the school extremely well prepared for entry into junior school.

Full report

What does the school need to do to improve further?

- Enhance the quality of teaching even further by ensuring that all teachers learn from the outstanding practice already found in the school to fully implement the school's feedback policy.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher has been unfailing in her determination to improve the school and make it a place in which every pupil and adult can thrive. Staff are overwhelmingly supportive. As one, reflecting the view of many, told inspectors, 'The school has regained its vision, direction and high-quality teaching and learning since the appointment of the new headteacher. Her love and passion for this school is second to none'. The school's motto of 'learn, explore, achieve, respect and nurture' is clearly evident in everyday practice.
- All staff who are new to the profession or to the school, as well as those appointed to new middle leadership positions, benefit from high-quality mentoring from senior leaders. Leaders check the quality of teaching regularly through frequent formal and informal observations and by scrutinising pupils' work. They support every teacher and other staff if any aspect of their work is not yet of the highest possible level. Support typically includes modelling excellent practice, mentoring and coaching.
- Staff are held to account for their performance through regular pupil progress meetings and through a rigorous system of appraisal. Only successful staff are awarded pay increments.
- The local authority provided highly effective support to school leaders, especially in improving the early years. Leaders welcomed this support, as well as support from other external consultants. Leaders actively sought to learn from the very best practice found in other schools. They wasted no time and acted on any developmental feedback with alacrity and, as a result, quickly secured outstanding practice throughout the school. Furthermore, the headteacher and other senior leaders now deliver training to other schools in the local authority; some are nationally trained to assess the new National Curriculum and so lead moderation activities with colleagues in other schools. The school recently started working with a national teacher training organisation and university to deliver training to trainee teachers.
- The leader of the specialist resource centre provides outstanding leadership. She leads her team in providing a personalised support and learning programme for each pupil. As a result, pupils in the centre learn and develop their personal skills extremely well.
- The school has an exceptionally vibrant curriculum. Learning activities and links across a wide variety of subjects helps pupils to gain a broad knowledge, deepen their understanding and apply skills to real-life problems. In Year 1 for instance, pupils were enthralled at the start of this week when they arrived at school to find an alien spacecraft had landed in the playground. Since then, they have been learning about the planets, solving mathematical problems left by the aliens and some were observed writing a letter to astronaut Tim Peake at the international space station.
- Day trips, such as to Windsor Castle, visitors delivering dance workshops linked to Chinese New Year, volunteers from the Royal National Lifeboat Institution (RNLI) and a visit from the mayor, for instance, deeply enrich pupils' learning and experiences. Pupils were thrilled last term when they prepared to welcome 'The Queen' to tea. These opportunities result in an exceptionally positive impact on pupils' spiritual, moral, social and cultural development and are preparing pupils very well for their future lives in modern Britain.
- Excellent use is made of the primary physical education and sport grant. It is used to fund the services of a sports coach who trains staff on the effective delivery of physical education and who also delivers a range of sporting activities at school. Key Stage 1 pupils now go swimming once a week and pupils are given opportunities to learn many new sports such as fencing and archery. Participation in after-school sporting activities is high. All of these activities are making a strong contribution to pupils' good health.
- The school uses the pupil premium funding it receives very effectively to support the learning of disadvantaged pupils. Consequently, they make even faster progress than their peers, and by the time they leave the school they have caught up and reach high standards.
- Parents who responded to Ofsted's online questionnaire, Parent View, and those who spoke to inspectors were overwhelmingly positive about the school. They appreciate how well their children are supported, taught and learn. They welcome the opportunities to attend workshops to help them understand what their children are learning and the regular reports that they receive about their children's progress and development. All agree that their child feels safe at the school and many highlighted how much their children love telling them each day what they have learned at school.
- **The governance of the school**
 - Governors responded diligently to the review of their work completed soon after the previous inspection to significantly improve their governance of the school. Most of the current governors joined

the governing body since that time and now bring a good range of experience and expertise, including in education, to bear on their work.

- New committee structures and processes for monitoring the work of the school through regular visits and annual governor days are now in place. Each governor is assigned to a specific area or leader in the school. They also receive comprehensive termly reports from the headteacher. This means that governors are extremely well informed about all aspects of the school's work, including the quality of teaching, pupils' outcomes and their behaviour and attitudes. Governors have high ambitions for all and challenge leaders appropriately.
 - Governors audit their own skills and have their own development plan. Minutes of their meetings confirm that they always ask themselves how their actions and decisions will have a positive impact on pupils' outcomes. Agreed actions are summarised and a named governor is identified to take responsibility for each action within a specified time frame. All these robust processes are helping to ensure that governance is now highly effective and makes a very strong contribution to the school's rapid improvements.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is outstanding

- Teaching is of a consistently high quality across the school. Teachers and other adults prepare activities that are exceedingly stimulating and appropriately adapted to support those who need some extra help, and, equally, appropriately difficult to stretch the most able. Questioning is used highly effectively to deepen pupils' understanding and teachers quickly pick up and address any misconceptions. As a result, pupils work with diligence and learn extremely well.
- Teaching assistants are highly skilled and dedicated. The school's philosophy is that both teachers and teaching assistants should work with all pupils in the class. Inspectors witnessed how the teachers and their assistants worked seamlessly together, checking on all pupils to provide support where needed and challenging pupils to try more difficult work as appropriate. This partnership work is highly effective in helping all pupils to make rapid progress.
- Classroom displays create a vibrant and conducive learning environment. It is clear for all to see what the current overall topic of study is. Pupils' work is displayed and their success celebrated. There are also displays that act as useful reference points to help pupils with their learning. In walking through the school, it is evident from the displays how much pupils are progressing, for instance in their art work and writing, and how their personal development and safety are being well promoted.
- Reading is extremely well taught. All staff are highly trained in the teaching of phonics (letters and the sounds that they make). Right from the start, children in the early years are helped to develop reading skills and a love of books. As pupils progress through the school, teachers assess pupils' progress accurately and ensure that they read appropriately challenging texts. There are high-quality reading areas in all classrooms and outdoors which include a range of non-fiction reference texts at age-appropriate levels. Weaker readers are heard daily to help them to catch up, and home reading is encouraged. Weekly library sessions give pupils the opportunity to read for pleasure and to access higher-order books such as the *Guinness World Records* to stimulate their interests and broaden their knowledge.
- The teaching of writing is excellent, enabling pupils to make rapid progress. Work seen in books is of a very high standard. Pupils are expected to write with the same high standards and application of correct spelling, punctuation and grammar in all subjects as they do in their English lessons. For example, when a pupil was told by her teacher at the end of an English writing piece to use a range of sentence openers, the pupil did so in her religious studies writing about Diwali. Books show that pupils write in a wide range of genres and for different purposes and audiences.
- The teaching of mathematics is highly effective. Pupils in Year 2 each have two books, one for number work and one for reasoning. The latter demonstrates how well pupils are engaged in solving real-life problems, often linked to a broader curriculum topic. For instance, when learning in Year 2 about water safety, and following the visit of the RNLI volunteers, pupils had to work out the costings for the emergency equipment taken on the boats.
- The vast majority of teachers follow the school's feedback policy extremely well. Evidence in books shows how pupils are helped to understand what they have done well and where they have gone wrong. Subsequently, the pupils correct their work and then apply their targets for improvement in the next piece

of work. This helps pupils to make rapid progress. On the odd occasion, a few teachers do not give the highest-quality feedback as seen in the very best examples.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Because of the nurturing ethos of the school, pupils quickly learn to be confident and successful learners. From Nursery upwards they learn to work together, respect each other and try their best to succeed.
- Pupils with medical needs are very well supported, for example by home visits from members of staff.
- The school employs a part-time family support worker who works extremely well to support pupils and their families whose circumstances make them vulnerable. This support enables those pupils to attend school regularly, to be successful learners and to be appropriately supported at home.
- Physical games are organised every lunchtime and many pupils participate in after-school sporting activities. Evidence in books confirms that pupils learn about healthy eating and diets. Additionally, through regular circle time sessions, pupils can raise any concerns about anything that might be bothering them. Key Stage 1 pupils engage in a daily short exercise programme. All of these opportunities ensure pupils' physical and mental health.
- Pupils have many opportunities to take on responsibilities and to contribute to the school and wider community. These include being class monitors and representatives on the school council. Pupils bake cakes for parents before parents' evenings and they serve tea at the tea party for grandparents and other local visitors. They learn to care for the wider community through charitable donations, such as to food banks and children's hospitals, and by being made aware that the school donated old unused computer equipment to underprivileged children in a computer training centre in Ghana.
- Staff and parents unanimously agree that the school is a safe place for pupils. Pupils told inspectors that if they have any concerns they know that an adult in the school will help them. Pupils understand safety through fire brigade and police visits, for example. They understand about 'stranger danger' and how to stay safe on the internet.

Behaviour

- The behaviour of pupils is outstanding.
- Inspectors found pupils to be unfailingly polite and welcoming. They demonstrate great respect for each other and adults alike in this culturally diverse community. They learn about different cultures and faiths found in modern Britain and learn to respect and integrate with all people, including those with physical disabilities.
- Behaviour in lessons is excellent. Pupils arrive to school keen and excited to learn. No time is wasted and they work extremely well in pairs, groups and independently as directed by their teachers. These very positive attitudes help them to become highly successful learners.
- Behaviour around the school and in the playground is also of a very high standard. Pupils say that on the very rare occasion that there is some inappropriate behaviour it is dealt with quickly by adults. They explained that often they are encouraged and supported to resolve issues through 'peaceful problem solving' where they talk through their feelings and restore their relationships with their friends with whom they had fallen out.
- Since the previous inspection, attendance has steadily risen. Persistent absence has reduced markedly and is now below the national average for primary schools. There have been no exclusions for many years.
- Pupils in the specialist centre are extremely well supported and cared for. As a result, they too are safe and learn to display appropriate positive patterns of behaviour.

Outcomes for pupils are outstanding

- In the 2015 tests, Year 2 pupils reached well above average standards in reading, writing and mathematics. This has been the case for the past five years.
- The proportion of pupils meeting the expected standard in the Year 1 phonics screening check has been above average since its inception three years ago.

- Progress of current pupils in Years 1 and 2 in English, mathematics and other subjects is outstanding. There are no significant gaps between any groups. This was confirmed by school records and by work seen in pupils' books.
- Pupils who have special educational needs or disability, as well as those for whom English is an additional language, make rapid progress because of the well-targeted support that they receive. Equally, those pupils in the specialist centre make outstanding progress from their individual starting points as their specific needs are sharply identified and provision is tailored precisely to meet each of their needs.
- Most-able pupils make rapid progress to attain standards above those expected for their age as they are set appropriately challenging work.
- The progress and attainment of disadvantaged pupils across the school are excellent. Work in books and the school's tracking data show that, as they proceed through the school, they make very fast progress so that by the time they finish in Year 2 they reach similar standards to their peers. In the 2015 tests, disadvantaged pupils, like their peers, reached higher standards than other pupils nationally.

Early years provision

is outstanding

- Outstanding leadership since the time of the previous inspection has transformed the early years provision from one that required improvement to an outstanding setting used as an exemplar for other schools.
- Children's skills on entry are broadly similar to those typically found for their age. As a result of outstanding teaching and care, children now make rapid progress in all areas of learning. The proportion that enter Year 1 with a good level of development has risen by forty percentage points since the previous inspection and is now above average.
- Learning resources provide an exceptionally stimulating learning environment. The very wide range of resources offered outdoors is mirrored inside. This is extremely effective because children can continue their learning both inside and outdoors. Their interest and curiosity is aroused and so they go off and 'investigate' by themselves or in groups. For example, children were seen investigating the 'forest' that had been created by adults and the underpants that were left behind by the aliens. There is an abundance of resources to encourage writing, reading, mathematical problem solving, art work and safe behaviour. For example, inspectors saw children lining up for hot chocolate which an adult was preparing. They wrote down the name of their teddy on the waiting list, 'paid' their money to the shopkeeper and then calmly waited their turn to be served. Throughout the inspection, inspectors noticed that every child was fully absorbed in a constructive activity.
- The assessment of children's development is regular, rigorous and accurate. Information gathered is used for ongoing planning to either consolidate prior learning or for challenging children to achieve more. Throughout the day, teachers ask children questions to get them to think, they model correct English and they challenge children to try and learn new things. For instance, children dressed up as doctors were examining their sick teddy bears with a stethoscope in the pretend hospital. The teacher took the opportunity to show them an appropriate non-fiction book about hospitals and doctors which she read to them in order to deepen their knowledge and understanding further.
- Children are extremely well cared for, and routines and expectations for positive behaviours are quickly established. Children therefore learn to take turns, share equipment and tidy up without fuss. Many demonstrate extended periods of concentration. There are plentiful examples of how children's spiritual, moral, social and cultural development is promoted. For instance, they recently celebrated Chinese New Year and a Jewish Shabbat. Photographs on display are linked to each child's own religion and also linked to a world map to help them learn about their origins and cultures.
Staff in the early years classes know the children well. They ensure that disadvantaged children and children who have special educational needs or disability benefit from the additional support to which they are entitled and make the same rapid progress as their classmates.
- Leaders have sharp processes for self-evaluation. They identified at the end of last year that boys were not learning as well as girls. They therefore adapted their planning and acquired resources which were more successful at engaging boys in their learning. Current data shows that as a result of these changes the gender gap is closing quickly.
- Early years staff actively engage and support parents. Parents are encouraged to contribute to their child's learning, for instance through the 'wow cloud' each week. Parents are invited to information sessions and workshops where they are able to learn how to support their children's learning at home.

School details

Unique reference number	102484
Local authority	Hounslow
Inspection number	10001986

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair	Sarah Pearce
Headteacher	Angela White
Telephone number	020 8890 3814
Website	www.fhi.hounslow.sch.uk
Email address	office@fhi.hounslow.sch.uk
Date of previous inspection	15–16 October 2013

Information about this school

- This infant and nursery school is much larger than an average-sized primary school.
- The majority of pupils are from a range of minority ethnic backgrounds.
- Just over a third of all pupils speak English as an additional language.
- An average proportion of pupils on roll are known to be eligible for the pupil premium. This is additional government funding given to schools for those known to be eligible for free school meals and for children who are looked after by the local authority.
- A smaller than average proportion of pupils have special educational needs support. The proportion of pupils with a statement of special educational needs or an education, health and care plan is above the national average.
- The early years provision comprises four part-time Nursery classes for three-year-olds and three full-time Reception classes for four-year-olds.
- The deputy headteacher at the time of the previous inspection became acting headteacher soon thereafter and was appointed substantive headteacher in May 2015. There have been many changes to the members of the governing body since the time of the previous inspection.
- In September 2014, the school opened a 12-place specialist centre (resource base), for children with social communication difficulties and autistic spectrum disorder. There are currently eight full-time pupils in the base. A very small number of mainstream pupils attend on a part-time basis.

Information about this inspection

- Inspectors observed pupils' learning in 29 lessons; 25 of these observations were made jointly with members of the senior leadership team. Inspectors also read with pupils.
- Inspectors looked closely at the work in pupils' books to inform further the judgements made about pupils' progress, attainment and the quality of teaching.
- Inspectors met with two groups of pupils and spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Meetings were held with six members of the governing body, including the Chair, and with a representative of the local authority.
- Inspectors examined a range of documentation, such as that relating to pupils' attainment and progress, information about how teachers' performance is managed and minutes of governing body meetings. They also looked at records and documentation about pupils' behaviour and attendance and the ways in which the school keeps pupils safe.
- Inspectors considered the views of parents gathered from the 42 responses to the online questionnaire, Parent View, and from informal conversations in the playground. Inspectors also took account of the views of 52 members of staff who responded to the inspection questionnaire.

Inspection team

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Roger Easthope	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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