

Inspection of an outstanding school: Feltham Hill Infant and Nursery School

Bedfont Road, Lower Feltham, Feltham TW13 4LZ

Inspection dates:

17 and 18 January 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils are kept safe. They said that there are lots of grown-ups on hand to look after them. They trust adults to help and sort out any concerns that arise quickly. Pupils are kind and considerate to each other. Bullying is rare. Any incidents that do occur are managed effectively.

Classrooms offer a calm, orderly environment where learning is at the heart of everything that happens. This is established from the Nursery class all the way through to Year 2. Pupils' independence and resilience are encouraged and promoted. Pupils rise to these expectations and do their best to manage their behaviour and show positive attitudes to their learning.

Pupils achieve well here. Leaders' expectations for learning are high. They have identified the knowledge that pupils need to learn across the full range of subjects taught. The curriculum is broad and ambitious. This helps pupils to develop their knowledge and understanding across most subjects. Overall, the curriculum prepares pupils well for the next stage of their education.

The school motto 'LEARN' (learn, explore, achieve, respect, nurture) is put into practice through leaders' approach to learning. Pupils are expected to support each other. For example, buddies help those new to the school to settle in. Buddies also help those who need it during 'busy learning' time.

What does the school do well and what does it need to do better?

In the early years, children settle well. They are encouraged to become confident and successful learners. Routines and expectations are clear and well established. As a result, children are well behaved. This creates a calm and purposeful atmosphere for learning, both in the classrooms and outside.

Leaders have prioritised early reading. A new phonics programme was introduced last year to better support pupils to become fluent readers. All staff are well trained and deliver this programme consistently across the school. Ongoing assessment identifies those at risk of falling behind. Additional small group support is used well to ensure that these pupils are helped to catch up. Books used to teach reading are carefully matched to the sounds that pupils know. All of this is helping pupils to develop into fluent readers. A love of reading is evident across the school. Pupils enjoy both reading and being read to.

Leaders have ensured that the curriculum matches the scope and ambition of what is expected nationally. Important ideas that pupils need to learn and remember have been identified. The curriculum is designed to provide opportunities for pupils to practise what they have learned, both with adults and independently. For example, in mathematics, children in the Nursery explore numbers to 5 through well-designed different activities. Staff skilfully reinforce number recognition and counting. Children in Reception go on to use this knowledge when exploring larger numbers. In geography, pupils explore maps and complete puzzles to learn and remember the names and locations of the continents.

However, leaders' and staff's approaches to the delivery of the curriculum have not sufficiently considered how pupils should be supported to connect and apply what they have been taught, particularly when carrying out tasks independently. Sometimes, the selection of activities does not help pupils to use and build meaningfully on what they know. This reduces how well pupils are able to embed subject-specific knowledge.

Pupils with special educational needs and/or disabilities (SEND) are identified promptly and well catered for. Tasks are adapted for specific needs, as required. This ensures that these pupils access the same curriculum as their peers. Those in the additional resource provision receive personalised support that addresses their different needs and helps them to learn successfully.

Promoting pupils' independence and resilience are key priorities in leaders' work to support pupils' broader personal and character development. For example, in physical education (PE), staff encourage pupils to strive to improve on their 'personal bests'. Pupils appreciate the range of additional extra-curricular activities that are on offer, for example art, football, cooking and dodgeball.

Teachers are overwhelmingly positive about the consideration given to their workload and well-being. They said that leaders are approachable, caring and supportive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture within the school. Staff understand their responsibilities to report any concerns that they may have quickly. They have been well trained to identify any pupils who may be at risk of harm.

Leaders know families well. They seek support and advice from the local authority and other agencies when needed, to ensure that pupils and their families receive the support they need swiftly.

The curriculum has been designed to help pupils learn how to stay safe. For example, at an age-appropriate level, pupils are taught about important issues such as consent, being kind to others and the difference between 'good' and 'bad' physical contact.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are not provided with sufficient opportunity to secure and connect what they learn through taught and independent activities. This makes it more difficult for them to secure and embed important knowledge. Leaders need to ensure that the delivery of the curriculum consistently enables pupils to secure their understanding and to make connections in their learning.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102484
Local authority	Hounslow
Inspection number	10206472
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Jane Kendell-Nicholas
Headteacher	Angela White
Website	www.fhi.hounslow.sch.uk
Dates of previous inspection	23 and 24 February 2016, under section 5 of the Education Act 2005

Information about this school

- The school is larger than the average-sized infant school.
- The school offers breakfast and after-school provision. This is held in the neighbouring junior school.
- There is a separate resourced provision for pupils with SEND. Places are allocated through the local authority.
- Leaders use no alternative provision.

Information about this inspection

The inspector carried out this inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteachers and members of staff. They also met with six members of the governing body, including the chair of governors.

- The inspector carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- The inspector also considered the curriculum in other subjects, including early mathematics in the Nursery and Reception classes.
- The inspector looked at a range of documents, including leaders' priorities for improvement.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions. Responses to Ofsted's surveys were also considered.

Inspection team

Samantha Ingram, lead inspector

His Majesty's Inspector

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