



Yeading Infant and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 102404
LEA Hillingdon LEA
Inspection number 276711
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Nicola Davies AI

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

Type of school	Primary	School address	Carlyon Road
School category	Community		Yeading Lane
Age range of pupils	3 to 7		Hayes, Middlesex UB4 0NR
Gender of pupils	Mixed	Telephone number	02085733389
Number on roll	478	Fax number	02085734912
Appropriate authority	The governing body	Chair of governors	Mr Bob Bailey
Date of previous inspection	27 September 1999	Headteacher	Mrs N K Viridi

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Yeading Infant and Nursery school is a large four form entry school in a residential area in Hillingdon. It includes a 60 place nursery. Most of the children who attend the infant and nursery school are from minority ethnic backgrounds. Approximately one third of children are of Indian heritage but the school attracts children from a very wide range of cultural and ethnic backgrounds. Many of the children are becoming bilingual and the main languages spoken in addition to English are Punjabi, Tamil and Somali. Around 10% of children are at the early stages of learning English as an additional language. Around a quarter of pupils are eligible for free school meals, which is higher than in most schools. The proportion of pupils with learning difficulties and disabilities is below average. The head teacher was in post at the time of the last inspection but the number of staff leaving and joining the school in the last two years has been quite high. The school currently has vacancies for two assistant head teachers.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school's overall effectiveness is good. Inspectors agree with the school's view of itself and its strengths and weaknesses. It provides good value for money. With the determined leadership of the headteacher, strong support from the governors and a new management team, the school has a good capacity to improve further. The children in the nursery and reception classes are provided with a good education. Many are not used to speaking in English when learning and playing when they enter the nursery but make good progress to reach the goals set for the end of the reception year in most areas of learning. Over the last few years standards have risen. The results of national tests have been good in the past, but this year they dipped to below those normally found. The school has already begun to take effective action to ensure the results immediately return to their previous good levels. The school has high expectations of what the pupils can achieve in both their academic and personal development. As a result pupils enjoy school, work hard and behave well. Some pupils miss too much school through extended holidays. The school provides children from a wide range of backgrounds with good opportunities to learn through the varied experiences it offers. The school is effective in supporting children of all abilities to achieve well. Whilst teaching is satisfactory the school has identified the need to improve it further. Parents' views of the school are positive. They feel their children enjoy school and make good progress.

What the school should do to improve further

* Improve the quality of teaching by sharing good practice so that all lessons are lively, exciting and make the best use of time. * Continue to promote full attendance.

Achievement and standards

Grade: 2

Children achieve well. When they enter the nursery, many lack confidence in using English but due to effective teaching and support they make good progress. The children's mathematical development moves on apace in nursery and reception and most reach or exceed the expected levels. They progress well in most other areas of learning but standards in speaking, listening and early reading and writing do not reach those expected by the end of the reception year. The results of national tests at the end of Year 2 in reading, writing and mathematics are generally above average. A significant proportion of pupils have achieved the higher levels in recent years. However, the results in 2005 dipped well below the school's usual performance. Nevertheless, the standard of work observed in the pupils' books is good. The school and the local authority are investigating this unusual fluctuation in standards. Inspectors agree with the school that standards and achievement are good.

Personal development and well-being

Grade: 2

Children enjoy school and are willing to work hard in their lessons. Their teachers help them develop a clear sense of right and wrong and to consider the effect of their behaviour on others. For example, as part of their topic on traditional tales, older children used the story of Goldilocks and the Three Bears as a starting point to think about how rules help to protect everyone. Children behave well in their lessons and around the school. They take care of other children, as carpet buddies, playground pals or by representing their views at the school council. The very good facilities in the school encourage the children to act responsibly. Children elected to be part of the school council are pleased that their ideas help make the school a better place. They are pleased that the toilets were refurbished at their request and that they were involved in choosing new playground equipment. Displays around the school have an immediate impact on visitors. They highlight how well the school has created a community that celebrates the cultural diversity of the pupils and their families. Relationships are good. Everyone gets on very well reflecting the school's strong commitment to the development of racial harmony. The school actively promotes healthy life styles among children and they show a good understanding of what they need to do to keep safe, healthy and well. The school follows up issues of absence or punctuality promptly. Some children visit extended family overseas during term time. As a result, attendance is unsatisfactory. The school recognises that absence prevents a minority of pupils from making rapid progress. It is continually seeking to convey to all parents the importance of full attendance.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Many lessons have good features. Teachers develop good relationships with children and successfully encourage them to work hard. They make it clear what they expect children to learn during each lesson. The teachers help the pupils to improve in lessons and by marking their work to help them to do better. Children know their next steps in learning through individual targets. Children in the nursery and reception enjoy a good range of activities and become increasingly independent. Their language and social development is supported well, especially in small group work. However, opportunities to interact with adults and other children are sometimes missed, such as when all the nursery children gather together for a daily story read by the teacher. From its monitoring the leadership has rightly recognised that it needs to ensure that all lessons are exciting and that time is used effectively to help the pupils to learn rapidly. Introductions to some lessons are too long. Consequently, the children do not have enough time to make individual contributions or to discuss their ideas with each other. Although teaching assistants encourage and support children during these introductions this not the best use of their expertise. When teaching assistants are actively involved in all parts of the lesson their

considerable skills in working with small groups help the pupils to make good progress. Support for different groups of children is strong. Consequently they do well. The intervention department successfully meets the needs of the many groups of children. For example, staff in the language room provide good opportunities for small groups of children to use role play to extend and improve their use of English. Special sessions for more able children challenge them so that they make good progress in reading and writing. Good records enable work to be carefully targeted to meet the needs of individual children. Consistently good teaching in small groups means that the children make good progress.

Curriculum and other activities

Grade: 2

Children enjoy the broad and interesting range of work they do. The curriculum is well planned to meet their needs, and this is strengthened by intervention and support for different groups of children. Well planned topic work helps children make connections across subjects which particularly helps those who are learning to become bilingual. For example, children in Year 1 were brimming with ideas about healthy living and eating. They looked forward to the opportunity to put this learning into practice by making healthy sandwich fillings the next day. Children's work covers a wide range of activities and experiences. Visits and visitors add interest to the curriculum and help build links with the local community. The school also provides a popular range of extra curricular activities, such as sports clubs and language clubs in Punjabi and Arabic which help to develop pupils' bilingual skills. Children respond well to opportunities to take part in school events. Photographs of the children working and playing are displayed around the school to help to develop their strong sense of achievement. Events like open days or grandparent days which encourage family members into the school are particularly popular. As one parent noted this gives parents the opportunity to 'see what our children do all day' and to support their children's learning.

Care, guidance and support

Grade: 2

The care, guidance and support provided for children are good and make a positive contribution to their progress. Child protection procedures are widely understood. There are regular meetings between teachers, support staff and outside agencies to make sure that all pupils are well cared for and supported. As a result children feel safe, secure and enjoy coming to school. The information that the school collects about pupils is well used to help pupils overcome difficulties or make better progress. For example, the intervention department carefully tracks how children who find reading more difficult benefit from special programmes. They also check how successfully small group sessions help children develop their writing and spelling. The school helps children to develop their personal and social skills. The Rainbow club develops better social skills through working with other children on joint craft projects at lunchtime. As a result, children achieve well in lessons because they have more confidence and

can work without interruption. The views of parents and pupils are sought and acted upon. For example, parents' views have influenced the new lunchtime menus.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher has provided stability and set a clear direction for the school which is reflected in the many improvements that have been achieved. Good opportunities for personal development and strong support for the pupils' well-being are long established. The recent loss of senior staff has been a challenge to which the school has responded well. Although not at full strength, the new management team has the capacity to bring further improvement. It is already taking action to improve children's achievements. For example, the school has put in place good procedures to ensure that every teacher can demonstrate how well each child is achieving. There is a strong commitment to continuing to do what it does well and to improving areas which need development. All staff contribute to the school's self evaluation and these findings guide the school improvement plan. Through this process, the school and the teams within it are clearly focussed on raising the standards the pupils' achieve. Governors are increasingly effective in holding the school to account, by monitoring the impact of decisions on the outcomes for pupils. They have developed clear procedures for listening to parental concerns.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for talking to us and showing us how you learn when we came to your lovely school.

I am writing this letter to let you know what we found out. We think that * You work hard and do your best * You get on well with each other and learn how to take care of yourselves * You learn about lots of different and interesting things* Your teachers find lots of ways to help you learn* Everyone works hard to make sure you do the best you can

To make your school even better, we think your teachers need to share their best ideas about lessons and make sure you are always busy learning. You need to help them by coming to school every day so that you can learn even more. Thank you for helping us to get to know your school.