

# Hillborough Infant School

## Inspection report

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<b>Unique Reference Number</b>	109581
<b>Local Authority</b>	LUTON
<b>Inspection number</b>	288433
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Mark Sims HMI

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

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<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 on roll</b>	
School	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol Hughes
<b>Headteacher</b>	Dr Jane Donati
<b>Date of previous school inspection</b>	22 April 2002
<b>School address</b>	Hillborough Road Luton Bedfordshire LU1 5EZ
<b>Telephone number</b>	01582 725764
<b>Fax number</b>	01582 419551

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors over one day.

## Description of the school

Hillborough Infants is an average sized school situated to the south of Luton. About half of its pupils join reception from other nurseries. Just over three quarters of pupils are from minority ethnic groups. The percentage of pupils eligible for free school meals is above the national average. The proportion of pupils identified as having learning difficulties and disabilities is very low compared to national levels. Attainment on entry is below the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The ethos at Hillborough Infants is one of high expectations for all. This approach is driven by the inspiring leadership of the headteacher and shared by all staff.

When they join the school pupils are working at levels below those found nationally. They make rapid progress and achievement is outstanding so that by the time they leave they have achieved levels of attainment well above the national average. All pupils are challenged to do as well as they can and this is achieved by ensuring that the needs of individual learners are met. Provision for pupils in the Foundation Stage is excellent.

The quality of teaching is outstanding and of a consistently very high standard and this enables pupils to aspire to challenging targets. Teachers know their pupils very well and this informs their planning of lessons that are appropriate to ensure pupils reach their next steps. Pupils respond very well to this. Their attitude to learning is of the very highest order and they demonstrate respect for each other. Pupils' personal development is excellent.

The curriculum is outstanding because in addition to the variety and range of appropriate subjects they enjoy pupils benefit from extra curricular provision on offer from breakfast to teatime. Parents and pupils alike have a very positive view of the school, although there is scope for ensuring parents have more involvement in the life of the school.

Underpinning all of the outstanding features of the school is the strength of the leadership and management, which has gone on to make further improvements since the last inspection when it was judged to be excellent. It has the capacity to improve even further. The school is providing outstanding value for money.

### What the school should do to improve further

- Develop opportunities for parents to be more involved in the life of the school.

## Achievement and standards

### Grade: 1

Achievement is outstanding. Standards are well above average. Pupils join the Foundation Stage working at levels below the national average but by the time they leave at the end of Year 2 they have achieved standards in reading, writing and mathematics which are all significantly above the national average. This has been consistently maintained over recent years. The proportion of pupils achieving higher levels in reading, writing and mathematics is also significantly above the national average. All groups of pupils do well at Hillborough but the achievement of minority ethnic pupils and those for whom English is an additional language is significantly higher than for those groups nationally.

This outstanding achievement is the result of high expectations from all staff which has arisen from a whole school focus on raising standards for all groups of learners whatever their starting points. New arrivals and pupils with learning difficulties and disabilities benefit from an inclusive approach that expects all pupils to do very well.

## Personal development and well-being

### Grade: 1

Pupils respond very well in their conduct and attitude to the high standards expected of them. Their attitude to learning is excellent and in lessons seen their behaviour was exemplary. Behaviour overall is good. Pupils have reported some instances of misbehaviour and the school monitors this very closely. Pupils reported that they feel safe and well looked after in school and parents were overwhelmingly positive about the measures the school takes to ensure their children's safety.

The pupils' spiritual, moral, social and cultural development is very good. Pupils have many opportunities to recognise cultural diversity, particularly in terms of religious and cultural festivals. They demonstrate respect for each other. Incidents of bullying and racism are few but dealt with well by the school. Exclusions are very rare. Attendance is rising and is effective.

Pupils enjoy school and their learning. They show this in lessons and, when asked by their teachers give positive feedback. They respond well to the many opportunities to enjoy healthy lifestyles through sport and healthy eating. They revealed a high degree of enthusiasm for school dinners.

Pupils thrive on taking responsibility. From the Nursery onwards they readily help with tidying up and doing jobs in the classroom. They are making a positive contribution to the school and to the wider community through their fund raising and attitude to protecting the environment. Pupils on the school council respond well to their role. High standards of literacy and numeracy and many opportunities to experience ICT are preparing pupils extremely well for their next stage in education.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning are outstanding. The outcomes of the very high standards and exemplary attitudes of pupils are achieved by the high expectations set by teachers at all times. Lessons are consistently well planned to take account of pupils' needs and prior learning. Pupils' interest is engaged particularly through ICT and music. Lessons move at a lively pace, punctuated by probing questions from teachers and opportunities for pupils to work in groups. Classes are well managed and not disrupted by interruptions.

Very good use is made of additional support staff. Teachers know their pupils very well and are continually using assessment to monitor how well pupils are doing and what they need to do next. Challenging targets are set regularly for children. Children understand what they are meant to learn in each lesson and those objectives are consistently shared and referred to. At their best the objectives set out clearly what pupils are expected to achieve at the end of the lesson whilst others are more to do with the task to complete.

### Curriculum and other activities

#### Grade: 1

The curriculum is outstanding. From the breakfast club through the school day to after school provision pupils enjoy an experience that is exciting and stimulating. In lessons pupils can study a wide range of subjects enhanced by the very good use of ICT and music. Provision for different

groups of pupils ensures that the needs of all pupils, including those with learning difficulties and disabilities and gifted and talented pupils, are met.

There are excellent opportunities for pupils at the start and end of the day for out-of-school hours care. There is high take up by pupils and this facility is much appreciated by parents.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. All staff know the pupils very well and are able to meet their individual needs. There is a very high level of care for pupils' well being. Pupils' academic guidance is well catered for through close monitoring of their achievement, the setting of challenging targets and appropriate provision through grouping or targeted intervention for certain pupils. Pupils with learning difficulties and those for whom English is an additional language are able to make very good progress as a result of the high quality of the support they receive.

Provision in the Foundation Stage is outstanding and enables pupils to make a smooth transition to Key Stage 1. Pupils who arrive from other nursery providers are integrated well and also make rapid progress.

## **Leadership and management**

### **Grade: 1**

All of the school's successes can only be achieved by highly effective leadership and management, both of which are outstanding. The headteacher leads by example and inspires her staff. She is well supported by her senior management team and coordinators who, although they have taken on new roles, are not new to school. They have gained experience in expanding their roles to take further responsibilities from the headteacher's shoulders.

Monitoring and evaluation is rigorous. Senior leaders know their school very well. Teaching is regularly monitored. Data analysis is used well to monitor progress and set targets. The ethos of the school is built around very high expectations and respect for each other. There is a strong sense of teamwork which has been established in the school. The governing body fulfils its statutory responsibilities and has a good knowledge of the strengths of the school.

Partnership with parents is developing and has been enhanced by the new family worker role which has the potential to engage parents more in their children's learning and the life of the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

21 March 2007

Dear pupils

Hillborough Infant School, Hillborough Road, Luton, Bedfordshire LU1 5EZ

As you may know I came to visit your school recently and had the chance to talk to some of you. I thought you might like to know what I have said about Hillborough Infants.

You should be very proud of your school. It is an outstanding place. You are doing really well in your work. All your teachers work hard to make sure you do your very best and in lessons you show you are trying your hardest to achieve this. All the staff in the school take very good care of you and look after you well. Teachers always plan work that is suitable for each of you.

Many of you take up the opportunities to attend clubs before and after school and you have told me how much you enjoy these as well as your lessons. You must take credit for the very effective way you respond even when some of you get set more difficult work. Your headteacher and all her staff have done a fantastic job in making sure you all do as well as you can.

I have asked the school to think of ways your parents and carers can be more involved in school.

Thank you for taking the time to speak to me and making me feel so welcome in the school.

With very best wishes

Mark Sims Her Majesty's Inspector