

Horninglow Infants' School

Inspection report

Unique Reference Number	124036
Local Authority	Staffordshire
Inspection number	292866
Inspection date	5 July 2007
Reporting inspector	Rowena Onions

This inspection of the school 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 on roll	
School	146
Appropriate authority	The governing body
Chair	Elizabeth Thornhill
Headteacher	Paula Evans
Date of previous school inspection	3 December 2001
School address	Horninglow Road North Burton-on-Trent DE13 0SW
Telephone number	01283 239535
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Age group	3-7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average school serves the Horninglow district of Burton-on-Trent. It is a popular school and a number of pupils come from outside the official catchment area. Most of the pupils are from White British backgrounds but about 20% come from minority ethnic groups. About 10% of pupils do not have English as their first language. A larger than average number are eligible for free school meals. Children enter the school with well below average levels of knowledge and skills. The school has an above average proportion of pupils with learning difficulties and/or disabilities and with a statement of special educational need. The school includes a speech and language unit which caters for 10 pupils at any one time in the week. It is attended part time by some pupils who are on the roll of other local schools as well as a small number (currently two) of full-time pupils who are on the school roll.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Horninglow Infants is a good and improving school. Because of the improvement work undertaken by the school, standards have risen over the last three years and continue to rise. Pupils achieve well overall. They enter the school with well below average levels of skills and experiences. Their progress is good in the Foundation Stage, because the children are taught how to learn. Despite this, their attainments are below average at the end of Reception. The solid foundation of attainment in basic skills, built up during the Foundation Stage and Year 1, provides pupils with a springboard for making the strong progress seen in Year 2. In 2006, standards in reading, writing and mathematics were a little below average. Results in 2007, for which there are no national averages as yet, are a little better. Significant changes have been made to provide a good curriculum, for example, through the daily teaching of phonic skills and the provision of regular opportunities for pupils to solve problems in mathematics. Thoughtful spending has ensured small classes, with additional teaching assistant help. These factors make a significant contribution to the good progress made by the pupils, including those with learning difficulties and/or disabilities, the more able and those who are at an early stage of learning English as an additional language. Pupils who attend the speech and language unit are well provided for and make good progress.

The impact of teaching on learning is good. Good leadership and management by the headteacher and subject leaders, supported by knowledgeable and proactive governors, have ensured that teachers are very well aware of the levels of attainment of their pupils and are held to account for their progress. The regular teaching of basic skills, the skilled deployment of teaching assistants and the warm positive relationships between pupils and adults are positive factors in promoting good learning. Teachers are very careful to ensure that pupils understand what it is they are expected to learn and how they will know when they have been successful. This is helping pupils to know how to learn independently. The guidance pupils get in how to make their work better is an increasingly strong feature of the school and this, along with the care and thought given to supporting pupils' personal development, makes the overall care, guidance and support of pupils good.

The school has correctly identified that some boys, although they make satisfactory progress, do not achieve as well as the girls. Some lessons are very successful in stimulating pupils' interest and pupils speak excitedly about the visits they have made and the visitors who have come into school. However, some lessons are only satisfactory because pupils' interest is lost, sometimes because they are expected to sit for too long, or because the teacher's approach is not sufficiently dynamic. In these lessons, some pupils, particularly boys, become restless, which affects their ability to learn and their overall progress. Pupils' personal development and well-being are good. They like school and are very aware of how to keep themselves safe and well. Their behaviour becomes increasingly controlled as they get older and, although satisfactory overall in the school, it is good in Year 2 where pupils are, for their age, confident and independent learners. Parents are pleased with the education the school provides. This feeling was summed up by one parent's comment, 'We have the greatest confidence in the work of the headteacher and the staff.'

What the school should do to improve further

- Improve the progress of some boys, so that all make as good progress as the girls.
- Ensure that all lessons are equally interesting and stimulating.

Achievement and standards

Grade: 2

Standards are broadly average and pupils achieve well. In the Foundation Stage, children make particularly good progress in their language skills and their personal, social and emotional development, helping them to settle into school and to be ready to learn. However, children's learning in the activities they choose for themselves is not sufficiently focused, and prevents them from making even faster progress. Pupils make steady progress in Year 1 where they develop secure basic skills in reading, writing and mathematics. Progress in Year 2 is particularly strong. In 2006, Year 2 pupils attained standards that were close to but below the national averages. The results in 2007 are even better. In 2006, boys achieved significantly less well than girls. Although not the case in 2007, the school's data show that some boys do not achieve as well as the girls. Successful intervention ensures the good progress of pupils with learning difficulties and/or disabilities and those with English as an additional language. Small class sizes and good staffing ratios, together with clear expectations, enable more able pupils to do well. Pupils who attend the speech and language unit make very good progress in their speaking and listening skills. Standards in information and communication technology (ICT) have risen since the last inspection and are good.

Personal development and well-being

Grade: 2

Pupils are happy at school. They report feeling safe and know who to turn to if they have difficulties. Their knowledge of how to lead a healthy lifestyle is strong and indicators such as the healthier content of their packed lunches show an increasing willingness to act on their knowledge. A significant number of pupils require help to learn how to behave appropriately and the school is successful in doing this. This learning takes time and behaviour is satisfactory overall, but good by the end of Year 2. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their cultural awareness is good because the curriculum ensures breadth of experience in art, music and literature and makes full use of pupils' varied cultural backgrounds. Pupils begin to understand how to make a contribution to the school community through the taking of responsibility, for example, by operating the CD player for assembly. The school council takes a very serious approach to trying to improve the school, with some success. Good progress in gaining basic skills and in learning to learn independently prepares the pupils well for their future lives. Attendance has risen dramatically and is just above the national average.

Quality of provision

Teaching and learning

Grade: 2

The impact of teaching on learning is good. Throughout the school, teachers use their good knowledge of the pupils' attainment to plan lessons that help them to make progress. Teachers try hard to plan activities that will interest their pupils and in the most successful lessons, ensure that pupils are fully involved throughout. This involvement successfully promotes the best use of time and produces the best learning. On occasions, some pupils, particularly boys, do not engage as well as they should because the lessons are not sufficiently dynamic or pacy to stop them becoming restless. Teaching assistants play a significant part in promoting good

learning. They are well trained and provide high quality support for pupils, both when working alongside the teachers or when they teach small groups. The lack of clear identification of what children are learning when they choose their own activities in the Foundation Stage sometimes reduces the quality of their learning.

Curriculum and other activities

Grade: 2

The curriculum provides a wide range of stimulating activities. It is fully inclusive, providing opportunities for all pupils, including those with learning difficulties and/or disabilities, to make progress and develop well. It is enriched by the use of visitors and visits, such as visiting local shops to apply skills learned in mathematics. The Foundation Stage curriculum is creatively planned and gives good opportunities for active learning both in class and outdoors. Throughout the school, there is good provision for literacy, emphasising pupils' speaking and listening skills, and for numeracy. A particularly successful feature is the daily practice of basic skills. Provision for ICT is a strength, with good opportunities provided for pupils to use computers in many subjects. The school is currently looking at ways of increasing the amount of physical exercise for pupils in Years 1 and 2 as, although fulfilling statutory requirements, it is less than usually found for pupils of this age. Good personal, social and health education promotes pupils' personal development well.

Care, guidance and support

Grade: 2

Personal and academic guidance and support for pupils are good. Pupils are known as individuals and the welfare of each is taken very seriously. There are good systems for ensuring they stay safe and well. Careful use of data means that pupils who experience difficulties are identified and supported early, and there are good links with other agencies where there is a need. Pupils receive guidance on how to improve their work through the clear information provided in lessons and through target setting. In some classes, this is reinforced through informative marking in their books, but it is not consistent throughout the school.

Leadership and management

Grade: 2

The headteacher leads the school successfully. Her focus on raising achievement and enhancing pupils' personal development, as reflected in improved standards and attendance, is proving very positive. Systems for evaluating the effectiveness of the school are thorough. The headteacher is supported well by subject leaders in carrying out extensive monitoring to check and evaluate the progress of individuals and groups of pupils. This information is used well to manage provision. For example, intervention programmes have been put in place to help those in danger of falling behind. Self-evaluation has led to good and effective plans to take the school forward. The school recognised, for example, that the assessment of pupils' work to guide future learning was not sufficient. This has been addressed and is helping to guide pupils' learning well. The role of governors in the evaluation process is particularly well developed and they have a very clear knowledge of the school. The extensive improvements made over recent years are not yet, however, fully reflected in the school's overall evaluation of its own effectiveness, which is rather too modest. The success of the school's improvement activities is a clear indication that there is good capacity for making further improvements.

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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	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 July 2007

Dear Children,

Inspection of Horninglow Infants School, Burton-on-Trent, DE13 0SW

Mr Pirt and I really enjoyed our visit to your school and would like to thank you for the friendly way in which you talked to us. This letter is to tell you what we found. We think that your school is a good one and that it is getting better all the time.

- Your school helps you to learn well and to make good progress.
- Your headteacher, teachers, teaching assistants and governors are working together to make your school better.
- Teachers teach you well and help you to learn for yourselves.
- Most of you behave well.
- Adults in the school take good care of you.
- You know how to keep healthy and safe.
- When your lessons do not interest you, some of you get restless in class.
- There are lots of activities that help you do well.

We have asked your headteacher and teachers to do two things to help you make even better progress.

- Help some of the boys to make faster progress in their learning.
- Make sure that all of your lessons are interesting so that you want to learn.

We are very glad that you like your school and we think you are right to do so. We think that you could help your teachers to make your school even better by working with your school council to say why you find it easier to learn in some lessons than in others.

Yours sincerely,

Rowena Onions Lead inspector