



Leamington Hastings CofE Infant School

Inspection Report

Unique Reference Number 125672
Local Authority Warwickshire
Inspection number 293325
Inspection date 30 November 2006
Reporting inspector Andrew McDowell HMI

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

Type of school	Infant	School address	Birdingbury Road
School category	Voluntary controlled		Hill
Age range of pupils	4-7		Rugby CV23 8EA
Gender of pupils	Mixed	Telephone number	01926 632359
Number on roll (school)	34	Fax number	01926 632359
Appropriate authority	The governing body	Chair	D A Parker
		Headteacher	Catriona Eckland
Date of previous school inspection	19 March 2001		

Age group	Inspection date	Inspection number
4-7	30 November 2006	293325

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Introduction

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

Description of the school

This is a very small school. The pupils attending the school come from several small villages in the area and have a range of social and economic backgrounds. Almost all the pupils are White British and very few come from minority ethnic groups. The proportion of pupils with learning difficulties and disabilities is broadly average. There are more boys than girls in the school. A recently completed building project has improved the quality of the teaching accommodation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school provides its pupils with a good all round education. The fact that the school is very small does not stop the hard-working staff from organising a wide range of interesting activities that enables the pupils to make good progress and enjoy their time at school. A key factor in the school's success is the strong leadership provided by the headteacher. In recent times she has successfully managed major accommodation and staff changes and is building a team who share her desire to do the best for the pupils. The school has good capacity to improve because the staff and governors are not complacent and the systems are in place to monitor and continue to improve the quality of teaching, learning and achievement in the school. Standards and achievement are good. From a broadly average starting point the pupils make good progress in the Reception class and Years 1 and 2 and attain standards that are above those reached by pupils nationally. The school provides good value for money.

The school puts a strong emphasis on developing the whole child and because of this the personal development and well-being of the pupils are good. All the pupils make an outstanding contribution to the community through a wide range of musical and church events. Behaviour is good both in and out of school. This is shown by the way pupils manage themselves well when changing reading books and filling their water bottles. All the pupils care a lot about each other. Most say they enjoy school and attendance is good. The curriculum is good. The lunchtime clubs are popular with the pupils and provide good enrichment opportunities in such areas as music and sport. Provision for information and communication technology (ICT) is satisfactory but plans are in place to improve this. The school cares for the pupils well. They feel very safe in school and are confident that the staff will help them if they are unhappy about anything. The way in which the school works with parents and other agencies is outstanding. These strong partnerships make a significant contribution to the good progress the pupils make in school.

The quality of teaching is good, lessons are well planned and the staff work well together to plan interesting things for the pupils to do. The system the school uses to track the progress pupils are making is improving and this enables the teachers to know how each pupil is doing in their work. There are a couple of things the school needs to do to improve the learning in some lessons. The first is to develop the ways in which it lets pupils know what their targets are, involve them more in assessing their own work and be more specific about telling them what they need to do to improve. The other is to improve some of the activities in English and mathematics lessons so that they are more open-ended, to allow the pupils to be more independent in their learning and apply what they already know to new situations.

What the school should do to improve further

- Involve the pupils more in assessing their own work and provide more written feedback on what they need to do to improve.

- Improve opportunities for pupils to be more independent in their learning by reducing the number of worksheets used and providing more opportunities for them to apply their learning to open-ended situations.

Achievement and standards

Grade: 2

Pupils enter the school with skills and abilities that are generally in line with national expectations. They get off to a good start in the Reception class and make good progress in all areas of their development. This good progress continues in Years 1 and 2 and by the time they leave the school standards are above those reached by pupils nationally. Standards in mathematics have been high in recent years and 2006 saw very good results in reading. The school recognises that the standards reached by boys in writing are not as good as in other subjects and is working hard to improve in this respect.

Personal development and well-being

Grade: 2

The personal development of the pupils is good. The pupils behave very responsibly in school and show a genuine sense of care for each other. Pupils' spiritual, moral, social and cultural development is good. They recognize the difference between right and wrong and have a good understanding of school rules and follow these well. The pupils make an outstanding contribution to the community through a wide range of musical, charity and church events. The pupils benefit from regularly mixing with such groups as the private Nursery on site and the senior citizens of the parish. The pupils' understanding of how to stay safe in school is first class. They move around the school very well. The opportunities they have to consider safety issues, through visits by the fire-brigade and the work they do on the danger of medicines and drugs, enable them to have a very mature attitude to keeping safe. The pupils know about healthy eating, almost all of them have a cooked meal at lunchtime and they enjoy the daily fruit offered by the school. They are active in the playground and the school provides good opportunities for exercise in the curriculum. The majority of the pupils say they enjoy school but a few are yet to be really switched on to learning, and some opportunities are missed to promote independence in lessons.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The staff team work very closely together to plan interesting things for the pupils to do. This is illustrated by the lively way in which the staff were observed teaching letter sounds at the start of the day. This well structured programme is having a positive impact on the standards of reading in the

school. Pupils with learning difficulties and disabilities are well integrated into the lessons and teaching assistants play an important role in helping these pupils to make good progress. A strength of the school is the way the staff know the pupils very well and treat them as individuals. This makes a significant contribution to the pupils' good personal development and the good progress they make. Pupils have good opportunities to be independent in their learning in the creative subjects but less so in some English and mathematics lessons. Here opportunities are missed for the pupils to make decisions for themselves because some of the worksheets are too prescriptive. This restricts the opportunities they have to apply their mathematical knowledge to new situations and write more independently.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good, and enhanced by a very good range of well attended clubs and a wide range of educational visits. The curriculum in the Reception class is good and very good use is made of the outdoor classroom to offer the pupils a wide assortment of interesting activities. The youngest pupils respond very well to this and make good social and academic progress. Personal, social and health education is good and this makes a good contribution to the pupils' personal development. Provision for ICT is satisfactory and plans are well advanced to improve the quality of the hardware available in the school. The school is working hard to find subjects that interest both the boys and the girls and this is beginning to have a positive impact on the standards in writing.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good overall. Arrangements for safeguarding and child protection are securely in place and levels of supervision are very good at all times. The parents express overwhelming support for the school and the way it cares for the pupils. Links with the home are accurately summed up by the parent who wrote, 'The lines of communication between staff and parents are excellent, if you have any worries, they are always happy to talk'. Pupils with learning difficulties and disabilities receive very good care and guidance and they are fully included in the life of the school. Arrangements for academic guidance are satisfactory. The teachers regularly mark the pupils'

work but do not provide enough written feedback about what each pupil needs to do to improve. Sometimes pupils are not sufficiently involved in assessing their own work and therefore they are not always fully aware of how well they are doing.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides very good leadership. She has a very accurate picture of the school's strengths and weaknesses. Major changes to staffing and accommodation in recent times have been successfully managed and the headteacher is effectively building a team of professionals who share a common commitment to continual improvement. Roles and responsibilities in the new team are developing and the supportive culture ensures the school is well placed to move forward. The way in which the school tracks the progress the pupils are making is improving and this is helping the school to set challenging targets and intervene to provide support where it is needed. Communication with the local community and partnership with the parents are very good. The day-to-day management of the school is efficient and this ensures it runs smoothly. The governors provide effective support. They understand how the school is performing, because many of them visit regularly and spend time in lessons.

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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?	1
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	2
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	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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	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.

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

Text from letter to pupils explaining the findings of the inspection

Can I start by saying a big thank you to everyone I spoke to when I visited your school recently? I had a super day and, like you, I think your school is good and I like your new classroom very much.

Here are the things I liked the best:

- You behave well and are very grown up in the way you organise yourselves, work hard and help each other in and around school.
- All the teachers really care for you and they work very well with your parents to keep you safe.
- The teachers and all the other staff plan good lessons and they take you on lots of trips out of school.
- The work you do in reading and mathematics is good. I know you are all trying hard to improve your writing. Keep up the good work.
- Your headteacher and the other teachers check carefully how each of you is doing and they make sure you get help when you need it.

As you can see there are many things for you all to be proud of. There are a couple of things I have asked the school to do to become even better. The first is to improve the way teachers mark your work, and help you to check your work for yourselves so that you know what you need to do next to get better. I have also asked them to let you sometimes do more work on your own and not always on worksheets.

Thanks again to everyone for making my visit to your school such an enjoyable day.