

Feltham Hill Infant and Nursery School

Inspection report

Unique Reference Number	102484
Local Authority	Hounslow
Inspection number	308022
Inspection dates	4–5 March 2008
Reporting inspector	Lorna Brackstone HMI

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	359
Appropriate authority	The governing body
Chair	Mr Donald Ross JP
Headteacher	Mrs June Cribb
Date of previous school inspection	4 May 2004
School address	Bedfont Road Lower Feltham Feltham TW13 4LZ
Telephone number	020 8890 3814
Fax number	020 8844 1126

Age group	3–7
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Introduction

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

Description of the school

This is a larger than average school serves an area which is not reflected in the average number of pupils eligible for free school meals. There are a significant minority of vulnerable pupils. The school receives specific funding for one quarter of its pupils who are from minority ethnic groups. About the same number of pupils are at an early stage of English language acquisition. About one third of pupils find learning difficult or have emotional and behaviour problems. Attainment on entry into the Nursery is well below expected levels for this age group. The school has won a high number of prestigious national awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school provides an outstanding quality of education. Parents who wrote in unanimously agree with this. As one summed up, 'The school is a very positive experience for both our children and us as parents.'

The captain of this extremely successful ship is the outstanding headteacher. Her committed crew share the same drive and vision. There is no doubt that all staff strive to provide the best possible educational journey for their pupils. Governors expertly check that the school is running along smoothly and ensure that there are no hitches on the way. When the children set sail on their journey of learning in the Foundation Stage (Nursery and Reception), they receive an exceptional standard of education. They sail smoothly into Years 1 and 2 at the same exceptional level. From a very low baseline, pupils attain standards that are consistently and exceptionally high. This, coupled with their exceptional personal development, ensure that preparation for their next stage of education is outstanding. Consequently, pupils' achievement is excellent.

High expectations by teachers, encouraging relationships and consistent routines are the key to this success. Pupils understand the straightforward rules and sanctions. This enables them to grow into confident youngsters who behave extremely well. As one parent explained, 'The school promotes positive behaviour and my child is always aware of making good choices'. They thrive in this positive atmosphere where they learn to value cultural diversity, talking knowledgeably about each other's religions and beliefs with ease. The pupils fully understand that they are part of a community. Their very secure understanding of different ways to avoid conflict through peaceful discussions results in pupils working cohesively together.

A strong focus on teaching basic skills through a very interesting and varied programme ensures pupils learn in a realistic and meaningful way. This is supported exceptionally well through enrichment activities. For example, pupils understand the hazards of fire because they remember their visit from the fire officer. Learning to read, write, count and use information and communication technology (ICT) skills are an integral part of the exciting curriculum. By interweaving them into work programmes, this successfully supports pupils' progress. However, occasionally, whole class teaching sessions are too long and pupils become distracted.

Support and guidance for pupils is extremely strong in English. However, a consistent approach is lacking in the marking of pupils' mathematical work. Very detailed systems for tracking pupils' progress are used extremely well by staff, who identify those pupils needing additional support. Vulnerable pupils receive first class support through group work and individual interventions within class. The school's commitment to working closely with parents and using specialist help from outside agencies plays an exceptionally strong part in ensuring that all pupils receive the educational support they need. Parents agree that 'Staff foster good relationships with parents and keep them informed of their child's progress.'

Effectiveness of the Foundation Stage

Grade: 1

The exceptionally well led and managed provision gives children an excellent start to their education. Staff have a very good understanding of the needs of this age group and care for them very well. The outstanding quality of the teaching ensures that all children, regardless of their ethnic background, level of acquisition of the English language or specific learning needs, make excellent progress towards all the early learning goals. Relationships at all levels are first

class. Excellent resources that are easily accessible, and meet the needs of the children very well, enrich the stimulating curriculum. This helps the children to develop independence and ensures that they are inspired to learn. Rapid identification of individuals who find learning hard, or who have emotional or behavioural problems, ensures that they quickly receive high quality support and guidance, using school expertise and links with specialists. A particular strength is the outdoor area, which encourages rapid progress in spoken language, personal development and physical skills. Children develop their key skills very well across the curriculum because they are encouraged to use them in different situations, such as using their writing skills to sign up for a turn with the bikes outside.

What the school should do to improve further

- Improve the quality of marking in mathematics.
- Ensure that pupils do not sit for too long during whole class sessions.

Achievement and standards

Grade: 1

All the children in the Nursery and Reception classes make exceptional progress because of the excellent provision in the Foundation Stage. By the time that they are ready to start Year 1, most children have exceeded the standards typically found in this age group. Outstanding provision in Years 1 and 2 ensures that this progress continues. Consequently, by the time they are ready to move onto the juniors, they have attained standards that are exceptionally high. Extremely detailed assessment and tracking systems flag up any individuals who are not progressing at an acceptable level. The focused support they receive and the challenging targets set ensures that these pupils make rapid progress. The school has successfully improved the achievement of boys by planning work programmes that appeals to their interests and involves a more practical approach. Outstanding support for vulnerable pupils ensures that they achieve as well as their peers.

Personal development and well-being

Grade: 1

Pupils' commitment to learning is outstanding. Their spiritual, moral, social and cultural development is excellent. Pupils talk confidently about their own faiths and cultures and they are eager to learn more about the faiths of others in their school. Pupils show great respect and tolerance towards the needs of others and they fully embrace the values and ethos promoted by the school. Children in the Foundation Stage willingly take turns and enjoy taking the responsibility for letting their classmates know that it is 'tidy-up time'. Throughout the school, all individuals have a clear understanding of right and wrong, evidenced by their polite, helpful and very well-mannered behaviour in and around the school. Pupils have a mature understanding of the consequences of their actions. They develop a good understanding of how to manage their feelings and work hard to avoid conflict. Pupils are able to approach adults to express concerns and are confident that staff will take appropriate steps to resolve them. Pupils' attendance is good because they enjoy the team effort to win the weekly 'attendance bear'. They empathise and co-operate very well and are keen to learn from each other. Pupils have a very secure understanding of the need to eat healthy meals and to take regular exercise. Preparation for their future economic well-being is excellent. This is because they achieve very high standards in basic skills and have the social and personal confidence needed for adult life.

Quality of provision

Teaching and learning

Grade: 1

Throughout the whole school, excellent relationships between children and adults result in confident, independent learners. Most learning happens at a rapid rate because teachers make lessons fun and enjoyable. All the adults have exceptionally high expectations of both behaviour and levels of work, and high quality efforts are praised. Systematic classroom routines and clear guidance ensure that no learning time is lost. Challenging work is set and very well planned to meet pupils' individual needs. Lessons have a sharp focus and pupils understand exactly what they need to learn. Exceptionally good use is made of resources that make learning more meaningful. For example, boys in Reception recognise colours and patterns quicker when well-known characters such as Rupert Bear are successfully used. Good use is made of questioning to assess how well the pupils are developing their skills. Teaching assistants make an important contribution to learning, particularly when supporting the most vulnerable. Occasionally, whole class teaching sessions continue for too long and pupils' interest slips.

Curriculum and other activities

Grade: 1

One of the strengths of the outstanding curriculum is the way in which the pupils find it exciting and meaningful. In the Foundation Stage, staff work together very well to create an environment in which children thrive. Throughout the school, a creative approach and meticulous planning ensure that different subjects link together. For example, pupils use their ICT skills to create databases in mathematics. In history, geography and religious education, topics promote writing skills very well. Vulnerable pupils benefit from the very close attention they receive in small focused groups. An exceptional range of extra-curricular clubs provides the pupils with a wealth of different opportunities to develop their skills. Visits and visitors enrich their life experiences and help the pupils to visualise what they are learning. Visiting performers present lively music and drama sessions and use good techniques to ensure all pupils, including those most vulnerable, are included in the lesson. Beneficial links with parents, the local community and outside agencies also enhance very well pupils' learning opportunities.

Care, guidance and support

Grade: 1

The strong pastoral programme has an extremely positive impact on pupils' personal development and relationships with each other. Staff work well together as a team to implement the robust systems that ensure the pupils are kept safe and protected. There is a smooth transition into the Foundation Stage. An excellent feature of the school is the way in which it links with external agencies for specialist advice and support in addressing the needs of vulnerable pupils. Safeguarding procedures meet statutory requirements.

Valuable opportunities for pupils to evaluate their own performance facilitate a meaningful and enjoyable learning experience. Most pupils know and refer to their learning target. This assists them in focussing sharply on the next steps in their learning. Pupils receive helpful guidance in their writing books, which makes them clear what to do to improve their literacy skills. However, not all pupils receive consistent support when they complete their mathematical work.

Leadership and management

Grade: 1

The headteacher's determined and carefully considered leadership provides the school with an extremely strong steer. Together with the highly effective senior leadership team, she ensures that all pupils receive the very best education. Individual managers carry out their responsibilities very efficiently. This ensures that all the pupils, including those who are vulnerable, are fully included into the life of the school and make excellent progress. Senior leaders work exceptionally well together and teamwork among staff is of the highest quality. They ensure that all staff focus on school development and skilfully contribute to developing the school even further. The school's self-evaluation is accurate and reflects the comprehensive monitoring and evaluation systems that are securely in place. Governors have an excellent understanding of the strengths and areas for development because they are very involved in the life of the school. Individual governors use their own expertise very well to check on the work of the school and they fully understand their role as a 'critical friend'. The significant improvements made since the last inspection show that the school has an outstanding capacity to improve even further.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

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?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	1
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

13 March 2008

Dear Children

Inspection of Feltham Hill Infant and Nursery School, Feltham, TW13 4LZ

A very big thank you for making me feel so welcome at your school. I enjoyed spending time with you and finding out about Feltham Hill Infant and Nursery School. I would like to pass on my special thanks to those pupils who talked to me about your school.

Your school provides you with an excellent education. Your standard of work is significantly higher than I might expect for your age, particularly your writing, which is of fantastic quality. Your achievement through the school is outstanding. I was very impressed with the way that you use your literacy and numeracy skills across all subjects. The topics you study are very interesting and you use your ICT skills well to present what you have learnt. Your teachers have excellent skills and make sure that you are always engaged in your learning.

It is very clear that you take a full part in the life of the school and really enjoy coming to learn. I was impressed with the number of after school clubs you attend and was interested to hear how so many of you enjoyed gardening. It is clear that you find the visits, such as to local museums and places of interest, and visitors, like the fire officers, which link to your work very helpful in understanding what you are learning. You have a very good knowledge of how to keep fit and healthy. You feel safe because the school looks after you very well and you told me there is always someone you can talk to about a problem.

Your headteacher and other adults involved in leading and managing your school do an excellent job. They make sure that you receive the best possible education. I have asked your teachers to make sure that when they mark your mathematics books they tell you how to improve your work. I have also asked your teachers to keep a watchful eye on the amount of time they give to whole class sessions.

Once again, thank you for your help. Keep doing your best and working with the adults in school to make sure that Feltham Hill Infant and Nursery gets even better.

Best wishes

Lorna Brackstone

Her Majesty's Inspector