

# Harefield Infant School

## Inspection report

---

<b>Unique Reference Number</b>	102382
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	335887
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Rob Crompton

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

---

<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 of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barrie Evans
<b>Headteacher</b>	Bernadette Lloyd
<b>Date of previous school inspection</b>	27 March 2010
<b>School address</b>	High Street Harefield Uxbridge UB9 6BT
<b>Telephone number</b>	01895 671954
<b>Fax number</b>	01895 671954
<b>Email address</b>	harefieldinf@hillingdongrid.org

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. Two thirds of the time was spent looking at learning. Twelve teachers were seen and 23 lessons were observed. Meetings were held with groups of pupils, staff and governors.

Inspectors observed the school's work and looked at assessment records, lesson plans, curriculum outlines, school policies and 134 questionnaires returned by parents.

The inspection team looked in detail at the following:

- the achievement of boys, in particular their progress and attainment in writing and mathematics
- provision in the Early Years Foundation Stage, particularly the accuracy and use of assessment
- the achievement of children in the Early Years Foundation Stage, particularly in aspects of personal development and language skills
- the school's self-evaluation systems.

## Information about the school

Harefield is an average-sized infant school. The majority of pupils are of White British heritage. About one in ten pupils are from homes where English is not the first language; this proportion is below the national average. A few children are from settled traveller families. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils find learning difficult; a few have speech, language and communication difficulties or behavioural or emotional problems. The Early Years Foundation Stage comprises a Nursery class, where children attend either the morning or afternoon session, and three Reception classes. The school has received the Basic Skills Quality Mark, the Active Mark and the National Healthy Schools award.

Since the last inspection, the school has undergone some turbulence. A proposal by the local authority to amalgamate the school with the adjacent junior school received objection from the joint governing body and was eventually abandoned. Over this period, the Nursery was replaced, major improvements to the accommodation were carried out and a new children's centre opened on the school site. In the meantime, the appointment of a new headteacher to replace the retiring headteacher was vetoed by the local authority. In consequence, the school was without a substantive headteacher until January 2010, when the new headteacher took up her post. There were many staff changes, with only two teachers remaining since the previous inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of education in a warm, welcoming and calm environment. Throughout a period of uncertainty about the school's future, the governing body remained steadfast in their support and provided a strong element of continuity. Although the effectiveness of some aspects of provision have declined, the school continues to provide good care for all pupils. The school works hard to enrich the curriculum by providing a range of interesting visits and visitors and by organising a number of after-school clubs, which are well attended and much appreciated by pupils. Pupils enjoy school and behave well. The rate of pupils' progress in classes and through the school is satisfactory and their attainment is broadly average. Girls tend to outperform boys in writing and mathematics. Teachers are continuing to promote boys' interest and enthusiasm for writing and number work, but this issue to improve boys' attainment remains a priority for the school.

The overwhelming majority of parents are happy with the school, especially the level of personal support that their children receive. Comments such as, 'I'm very impressed with all aspects. I would highly recommend it' and 'I have always found the staff to be compassionate and understanding' were typical of the views expressed. Pupils are proud of their school and show respect for one another and adults. During lessons, they are willing learners, although the extent to which they sustain concentration varies according to the effectiveness of the teaching. The overall quality of teaching is satisfactory. Some teachers sustain a brisk pace, clarify success criteria and set tasks which challenge all groups of pupils. In other lessons, the pace is pedestrian and introductions last too long, which limits the time for independent work.

The systematic analysis of assessment data, in order to set work which builds on pupils' prior attainment, has only started recently. In the Nursery and Reception classes, staff compile useful individual portfolios of children's work and achievements, but day-to-day planning is not consistently based on a clear picture of where children are in relation to the Early Years Foundation Stage developmental stages.

The use of assessment as a key source of information for senior staff and governors to track the progress of individuals and different groups, spot anomalies and ask searching questions has been enhanced by a recently introduced tracking system. This is however not fully embedded in the cycle of self-evaluation and development planning.

The school's capacity to improve is satisfactory. The newly appointed headteacher has the support of all staff and governors in moving the school forward. There is a good level of expertise, team spirit and determination to bring about improvement.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## What does the school need to do to improve further?

- Help pupils to make faster progress by:
  - using the tracking of pupils' progress to ensure work builds on their prior learning
  - sharing good practice so that all teachers are skilled in sustaining a brisk pace in lessons and offering a good level of challenge for all pupils
  - ensuring pupils are aware of the next steps in their learning.
- Narrow the gap between the attainment of boys and girls in writing and mathematics by:
  - identifying further curriculum themes which interest and engage boys
  - provide opportunities for boys to develop their writing skills in different contexts
  - sustaining the current emphasis on engaging boys in practical mathematical activities
  - improving pupils' confidence in using their numeracy skills to solve mathematical problems.
- Improve provision in the Early Years Foundation Stage by adopting a more systematic approach to using assessment information to plan learning activities, which build progressively on children's levels of development across all areas of learning.
- Strengthen school self-evaluation by fully embedding the use of assessment data in reviewing the school's performance.

## Outcomes for individuals and groups of pupils

**3**

As they enter Year 1, pupils' levels of attainment are broadly typical for their age group. They make satisfactory progress through the school, so that their attainment is broadly average in reading, writing and mathematics by the end of Year 2. Work in pupils' books indicates that they build up their literacy and numeracy skills steadily throughout each year but some lack confidence in using these skills in different contexts, such as writing stories or solving mathematical problems. Pupils with special educational needs and/or disabilities make satisfactory progress towards their personal targets; indeed, some individual pupils with speech difficulties or behavioural problems have made very good progress recently. The level of work in the current Year 2 classes indicates that the gender gap is narrowing, albeit slowly. Pupils whose home language is English do well in reading and writing, reaching higher standards than those in other schools.

Pupils from all backgrounds work and play harmoniously and their behaviour is good. They enjoy responsibilities, such as being a school councillor, playground pal or music monitor. They have a good sense of right and wrong. They make visitors welcome and are confident in talking to adults. Pupils know how to stay safe; for example, they are aware of the importance of wearing helmets when cycling. They said there was some 'rough and tumble' but bullying was very rare and was dealt with well when it did

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

happen. Pupils' awareness of the importance of a healthy and active life style was recognised by the national awards that the school has received for promoting these values. Pupils show empathy for people less fortunate than themselves, readily supporting charity events and contributing to the wider community. Pupils' spiritual development is evident in their respect for one another and their sensitive response during assemblies. They show interest in and appreciation of different cultures; for example, during a religious education lesson, Year 2 pupils made sensitive comments about the importance of the prophet Mohammed (pbuh) to Muslims, and asked insightful questions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Although good teaching was seen in each year group, there are inconsistencies in the quality of teaching and variations in the extent to which the curriculum engages pupils. This means that pupils' experiences in lessons are uneven. In the most effective lessons, teachers establish a brisk pace and engage pupils by quick-fire questions, using powerful images on the interactive whiteboard, or perhaps using a puppet to draw out

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

comments from the less confident pupils. In contrast, teachers sometimes spend too long introducing lessons so pupils' interest flags. Teachers mark work regularly, but there are inconsistencies in the extent to which their comments indicate how pupils could improve. In some lessons, teachers take the bare bones of the curriculum and bring it to life. Year 1 pupils were enthralled as they watched a film which demonstrated the effect of friction. They rose to the challenge of using their literacy skills to write an additional section of a science text book, a task which appealed similarly to boys and girls. This creative approach to the curriculum, which links subjects and actively engages pupils, is not embedded across the school and is, rightly, a recognised priority for development. Teaching assistants provide good support when pupils set to work on group or individual tasks, although they often largely spectate during introductions and lesson summaries. When they are fully engaged with pupils from the start, the quality of learning is better and pupils' progress accelerates.

Staff provide sensitive encouragement for vulnerable pupils. They often work with them in the 'nurture room' to build up pupils' confidence to work alongside their classmates when back in lessons. Pupils with physical difficulties are fully integrated. This was evident during a physical education lesson when one such pupil was asked to show the others how to approach a jumping task. This clearly helped to sustain his self-esteem. Excellent links with the Traveller community help to sustain a productive home/school partnership. The provision for pupils who find learning difficult is satisfactory. Extra help is provided for them in a variety of ways but, as the school is aware, the provision and outcomes for pupils have not been monitored consistently in recently months.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The new headteacher has an ambitious vision for the school and has already played a pivotal role in building on its strengths. The school works effectively with a range of other agencies and partners, including parents. Leadership has been strengthened, but procedures to monitor the quality of teaching, and to link teachers' professional development to school improvement priorities, are not well established. There are recognised systems for school self-evaluation, but until recently a lack of assessment information has limited the ability of key staff to set targets for different groups of pupils, based on the pupils' current and potential achievement. A newly created plan for raising attainment shows that there is now a good grasp of what needs to be done to

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

accelerate pupils' progress.

Governors gain good insights into the school's strengths and weaknesses from reports by the headteacher, curriculum coordinators and their analysis of published performance data. For example, governors are well aware of the differences in boys' and girls' attainment and are keeping a close eye on initiatives to address this issue. The school promotes community cohesion well. Pupils have a good understanding of the local community and are developing links with other countries. A strong partnership with the children's centre contributes to the positive relationships within and beyond the school. The Traveller community is represented on the governing body, which provides a useful conduit for information.

Governors successfully carry out their statutory duties in relation to safeguarding pupils and staff. The school is inclusive and racist incidents are extremely rare. However, until very recently, the lack of assessment information, in a form that enables the tracking of progress of different groups, has constrained the promotion of equal opportunities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Adults give children's welfare a high priority, ensuring they are well cared for and looked after safely. Children who find social interaction with others difficult and those with physical disabilities benefit from one-to-one adult support within a warm and welcoming environment. Children from both the Nursery and Reception classes enjoy playing in the well-equipped outdoor area, where there are many activities that promote their learning. Good teaching in the Nursery enables children to progress well, particularly in



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

developing early social and language skills. Children's individual needs are identified early and staff modify their planned activities accordingly. Staff use the spacious area well to provide a wide range of stimulating learning activities. Children enjoyed making gingerbread men, for example. They gained a good understanding of the process as they sieved flour and kneaded and flattened the dough. At the same time, they were learning new words, such as 'ingredients' and 'recipe'. Children starting school in Reception also get off to a good start, although the teaching in these classes is inconsistent. The teaching is most effective when teachers and support assistants work in tandem to provide focused adult-led sessions balanced with opportunities for children to initiate their own activities. For example, activities in the hall relating to the role of a fire-fighter promoted children's physical development very effectively and, in the classroom 'fire station', children followed their own ideas successfully.

Adults regularly note children's progress across all areas of learning. However, the use of this information to devise challenging tasks for all groups is patchy. There has been no designated leader for two terms, so operational leadership developments have been on hold during this period. An early years specialist is due to take up this role in April.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The overwhelming majority of parents are pleased with the way in which the school provides for their children. They especially praise the school's caring ethos which helps their children to grow in confidence and self-esteem. A very small minority voiced concerns about the information they receive about their children's progress and how to help them at home. The inspection found that these aspects of the school's work were generally satisfactory within the overall picture of good engagement with parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harefield Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	71	38	28	1	1	0	0
The school keeps my child safe	76	58	66	49	2	1	0	0
The school informs me about my child's progress	62	46	68	51	4	3	0	0
My child is making enough progress at this school	67	50	66	49	1	1	0	0
The teaching is good at this school	68	51	66	49	1	1	0	0
The school helps me to support my child's learning	69	51	63	47	2	1	0	0
The school helps my child to have a healthy lifestyle	63	48	67	51	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	37	66	61	2	2	0	0
The school meets my child's particular needs	59	46	66	52	1	1	1	1
The school deals effectively with unacceptable behaviour	48	39	74	60	0	0	1	1
The school takes account of my suggestions and concerns	51	40	73	57	2	2	2	2
The school is led and managed effectively	66	49	67	50	1	1	0	0
Overall, I am happy with my child's experience at this school	80	60	51	38	1	1	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2010

Dear Children

Inspection of Harefield Infant School, Harefield UB9 6BT

Thank you for your help when we visited your school recently. We enjoyed meeting some of you, and especially the school council who were very positive about the school and their role. I want to tell you what we think about your school.

We know that there have many changes, such as the new nursery and the other building work. The school has been run by temporary leaders for a while but you now have a permanent headteacher. It was good to hear that throughout the changes, you carried on behaving well and working hard. The school is helping you make satisfactory progress, but we think some of you can do better. The school is good at keeping you safe and at teaching you about staying healthy.

We have asked the school to do four things to improve its work:

- help teachers to share their good ideas
- help boys improve their writing and mathematics, as they have not done as well as girls recently
- help teachers in the Nursery and Reception classes to keep a close eye on how children are doing so they can provide activities that help them to improve more quickly
- make sure that the school leaders track your progress to spot where more work is needed and plan how to help you.

Thank you again for your help. Enjoy your time at Harefield Infants and keep working hard!

Yours sincerely

Rob Crompton

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**