

# High Meadow Infant School

## Inspection report

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<b>Unique Reference Number</b>	125584
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340798
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Ruth Westbrook

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Pickering
<b>Headteacher</b>	Marilyn Farnell
<b>Date of previous school inspection</b>	12 December 2006
<b>School address</b>	Norton Road Coleshill B46 1ES
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 8 lessons and observed 3 teachers. Meetings were held with governors, staff, and pupils. There was no formal parents' and carers' meeting, but inspectors spoke informally to a small number of parents and carers at the start of the school day. The inspectors observed the school's work and looked at improvement plans, key policy documents, assessment information, governors' minutes and pupils' work. Safeguarding procedures were also checked. In addition, 49 responses to the parents' and carers' questionnaire were received and analysed, along with questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively assessment is used to plan for different needs in the class, and to check understanding during lessons
- what is the impact on outcomes for pupils of the school's approach to the curriculum, which focuses on learning through child-initiated enquiry
- how leaders other than the headteacher contribute to the school's monitoring and evaluation of its work.

## Information about the school

The school is smaller than most infant schools. Children enter the Early Years Foundation Stage into the Reception class. The proportion of pupils known to be eligible for free school meals is below average. Most pupils come from White British families. Almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average. Four pupils have dual registration with a neighbouring special school. The school was re-awarded the Eco School Green Flag in 2010 and has Healthy Schools status. The Caterpillar Club Nursery and a before- and after-school club operate on the same site and are privately managed.

**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?**

**1**

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

**1**

### Main findings

This is an outstanding school. Under the excellent leadership of the headteacher, all staff ensure that provision is of the highest quality and that high expectations are set. As a result, pupils' achievement is outstanding for pupils in both the Early Years Foundation Stage and Key Stage 1. This level of achievement is achieved within a socially inclusive and safe learning environment. That pupils are happy and supported is of the utmost importance to the school. Parents and carers value greatly this combination of high attainment and excellent quality of care and support for individual pupils and families. This comment sums up the views of many shared with the inspection team; 'High Meadow is a superb environment for our children's education. Their attention to detail and the relationships they form with the community and the children's families can only be described as outstanding.'

The school meets fully its aim of ensuring that pupils' high academic performance and excellent personal development and well-being go hand in hand. The curriculum is carefully planned and organised to challenge, stimulate and inspire pupils within a nurturing, happy and healthy environment. Fruitful partnerships with a wide range of providers help this small school to provide a broad and enriched curriculum contributing much to pupils' outstanding spiritual, moral, social and cultural development.

The quality of teaching is outstanding. Relationships between adults and pupils are excellent and promote a supportive yet constructive environment for learning. Teachers plan carefully for the different ability groups within their classes and resources and activities are well matched to the ability groups. The use of assessment is good, but occasionally its use to plan the next steps for an individual pupil does not fully build on the individuals' prior learning, or give enough detail on how to improve his or her work.

Leadership and management at all levels are outstanding. There is no complacency. Although standards are consistently high, there is a striving amongst staff to ensure that the curriculum and teaching methodology are regularly reviewed, so that the emphasis on pupils' enjoyment of their learning is not lost in the pursuit of excellence. For example, the development over the last year of an approach which emphasises child-initiated activity and enquiry within the curriculum has led to improvements in pupils' enjoyment of learning and increased the amount of progress which they make. The commitment to improve, even when standards are high, demonstrates that the school's capacity for improvement is outstanding.

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

- Ensure that assessment is used consistently well by teachers, so that all pupils

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reach the highest standards they can by:

- planning particular challenges for individual pupils based on how well they have done previously
- refining strategies for feeding back to pupils so that they know in detail how to improve their work.

**Outcomes for individuals and groups of pupils****1**

Pupils' attainment in reading, writing and mathematics is high. It has been maintained at a high level since the last inspection and there has also been some improvement in reading and mathematics. All groups of pupils attain standards which are well above average. Progress for all pupils is good, from entering the school to the end of Year 2, and for many it is exemplary. Those with special educational needs and/or disabilities make excellent progress, using the additional support where necessary to access the curriculum. Pupils demonstrate high levels of concentration. They settle quickly to their work and are rarely off task. Many work well independently or with the minimum of adult direction. Where choices are involved, the pupils make them sensibly and see a task through to the end. Pupils develop these qualities because they are actively involved in learning and benefit particularly from the school's emphasis on child-initiated enquiry and problem-solving. This was seen in an outstanding Year 2 mathematics lesson, when a lively starter based on numbers on World Cup cards fired enthusiasm for learning. Pupils worked together very well using this information to increase their understanding of quantities.

Pupils have an outstanding understanding of how to keep themselves safe, including when using computers. They say they feel very safe in school and that they get on very well together. The excellent behaviour and attitudes of pupils in lessons contribute significantly to the outstanding quality of learning. The behaviour and attitudes continue when they are at play. There is a keen sense of pupils' enjoyment of all that they do, which pervades the school. All pupils have jobs or roles, which they carry out very responsibly. Whether recycling or digging the garden, they do so with enthusiasm, whilst increasing their understanding of what having the Green Flag Eco Award entails. As one said, 'It helps us not to be so greedy'. Pupils are proud of their achievements and the contribution which they make to the school community. They 'love' the opportunities for visits and to meet those who come to work with them in school. They are 'pleased' to have opportunities for learning about differences, as was clear from Year 2 pupils' responses on their return from a visit to the mosque. Although they are young, pupils have clear opinions on what constitutes a healthy snack and they audit the content of lunches regularly to determine how well the pupils are adopting healthy practices. Pupils are very active at break times, enjoying the opportunity to play together in the school's beautiful grounds. These activities have resulted in the school being granted Healthy Schools status. Attendance levels are consistently high and have improved since the school was last inspected.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

All teaching is good and much of it is outstanding. Teachers plan lessons which are stimulating, using a wide variety of styles of learning and resources to support this. Information and communication technology (ICT) is used well to aid learning through both the teacher's use of the interactive board and pupils' use of computers. Classrooms are bright, with attractive displays, and thoughtfully laid out. All adults in classrooms work well together to ensure that pupils' needs are met. The planning for pupils' needs is exemplary in some lessons. Teachers target individuals well, with questions, and check out the individual's level of understanding. The use of assessment is good, because teachers usually plan well to meet the needs of all pupils. Just occasionally, planning does not build sufficiently on individual pupils' capabilities or prior learning with a particular challenge or well-matched activity to enable them to make as much progress as possible. Feedback to pupils on their work is always thorough, but occasionally pupils do not always fully understand the next steps to improve their work. The curriculum is very well planned. The emphasis on learning through enquiry, investigation and problem-solving is now well established and making a significant

<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.

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contribution to the outstanding outcomes for pupils. Pupils' development of literacy, numeracy and ICT skills is excellent, because they readily apply these skills as tools in their wider learning. For example, pupils write at some length in science and religious education. This use of skills in a variety of subjects equips them extremely well for future stages in their lives.

The progress and well-being of individual pupils are carefully monitored and, at the first sign of underachievement, steps are taken to ensure that their progress is back on track. The needs of pupils with special educational needs and/or disabilities are very clearly identified, with the help of external agencies where necessary. A range of effective strategies are employed to meet these needs. Links with other schools and providers are excellent and ensure that pupils make a smooth transition at times of change.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher is highly effective in sharing the school's vision with staff, pupils and parents and carers. Her inspirational leadership motivates all members of the school community, so that all are on board in carrying out the school's plans. All members of the school staff and governors are involved in regular, thorough review and evaluation of its work. Standards have been maintained at a consistently high level because very challenging targets are set and progress towards them is carefully checked. When areas for development are identified, effective plans are put in place to improve. Where necessary, considerable adaptations are made to ensure that pupils meet their targets and that all have equal opportunities. The fully inclusive ethos of the school and links with schools and communities from different backgrounds are used positively to tackle discrimination. Through the links, the school reaches beyond this highly cohesive school community effectively to others locally, nationally and internationally, thus promoting good community cohesion. This year, for example, Year 1 pupils have benefited from a joint project with a multicultural school in Birmingham. By working together on a range of activities, pupils have developed a much greater understanding of the lives and culture of those from a very different background. The governing body is a committed group who are fully involved in the work of the school and planning for its future. It is thorough in ensuring that pupils and staff are safe and that all policies are in place. Procedures are rigorous and regularly reviewed. Members of the governing body have

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worked very closely with the headteacher and administrative staff to develop rigorous procedures for recruiting and vetting staff. Likewise, members of the governing body conduct very regular visits to the school to check the safety of the site.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</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>1</b>

## Early Years Foundation Stage

Children's attainment on entering the Reception Year is broadly at the expected level for their age. Children are well taught within a very stimulating environment, so that the majority make exceptional progress, including those with special educational needs and/or disabilities. Children move to Year 1 with standards which are well above average. Children make most gains in communication, language and literacy, which is the weakest area on entry. Children are very enthusiastic about their learning and enjoyment levels are high. This was seen when, following a recent visit to the zoo, a group of children dressed as different animals and developed story-lines, creating animal movements, sounds and characters. This was done with minimal support from adults. Many children choose to use writing skills in their play, like they did when playing as the farmer who lists the animals in his cow-shed. There is free access to a pleasant and well-resourced outdoor area, which is well planned to support the themes and topics for learning. Assessments are carried out regularly and thoroughly and information is shared well with parents and carers. The information is used well to ensure coverage of all areas of learning for the different groups of children, but, occasionally, lesson planning does not use the information to focus on the next steps for a particular child. The school's work with the pre-school setting is extremely effective. Excellent



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arrangements are in place within the Early Years Foundation Stage to ensure that children are safe and well cared for. Relationships with parents and carers are strong. Parents and carers speak highly of the provision. As one parent/carer said, 'Each morning he is greeted with a smile. They obviously value all their pupils as individuals. I leave him each day knowing he is in the best possible hands.' The leadership of the Early Years Foundation Stage has a very clear view of its effectiveness and it is included fully in the whole school's planning and review.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The response to the parents' and carers' questionnaire was higher than usual and the overwhelming majority were entirely positive in their responses. This comment is typical, reflecting the high level of satisfaction: 'An excellent school, providing a nurturing, stimulating beginning to my child's education.'

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

Ofsted invited all the registered parents and carers of pupils registered at High Meadow 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	78	11	22	0	0	0	0
The school keeps my child safe	46	94	3	6	0	0	0	0
The school informs me about my child's progress	41	84	8	16	0	0	0	0
My child is making enough progress at this school	41	84	8	16	0	0	0	0
The teaching is good at this school	44	90	5	10	0	0	0	0
The school helps me to support my child's learning	40	82	9	18	0	0	0	0
The school helps my child to have a healthy lifestyle	38	78	10	20	0	0	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)	42	86	7	14	0	0	0	0
The school meets my child's particular needs	42	86	6	12	1	2	0	0
The school deals effectively with unacceptable behaviour	39	80	9	18	0	0	0	0
The school takes account of my suggestions and concerns	37	76	11	22	1	2	0	0
The school is led and managed effectively	45	92	4	8	0	0	0	0
Overall, I am happy with my child's experience at this school	44	90	4	8	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



17 June 2010

Dear Children

Inspection of High Meadow Infant School, Coleshill, B46 1ES

Thank you for welcoming us so warmly on our recent inspection of your school, which we have judged to be outstanding. I would like to share with you what we learned about the school. These are the things that particularly impressed us.

You make outstanding progress in your work and reach high standards in reading, writing and mathematics.

You enjoy school a great deal and each of you makes an excellent contribution towards making it a positive and caring community.

You have an excellent understanding of how to keep yourselves healthy and you are very active in your play times. You enjoy school very much indeed and, because of this, your attendance is excellent.

Your behaviour makes your school a really happy and welcoming place. You all feel safe in school and get on extremely well together in lessons and at play.

Your teachers plan extremely interesting lessons in which you play a very active part. You are particularly good at asking questions which lead to very interesting answers. You have fun investigating along the way.

You are cared for extremely well by all the staff and governors in your school.

We have asked the school to do one thing to make it even better.

We would like teachers to make sure that, when they plan your lessons, they, always, use their knowledge of you to prepare some individual challenges in your learning and to make sure that you are clear on your next steps in your learning.

We are confident that you will all play your part by working hard to meet these challenges when set.

Yours sincerely

Ruth Westbrook

Lead inspector (on behalf of the inspection team)

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