

Leamington Hastings CofE Infant School

Inspection report

Unique Reference Number	125672
Local Authority	Warwickshire
Inspection number	340815
Inspection dates	26–27 May 2010
Reporting inspector	Martin James

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 of pupils on the school roll	58
Appropriate authority	The governing body
Chair	John Owen
Headteacher	Rose Plumbley (Acting Head)
Date of previous school inspection	30 November 2006
School address	Birdingbury Road Leamington Hastings Rugby
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at, for example, samples of pupils' work. Five members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school improvement plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the school improvement partner. The responses from the staff questionnaires were analysed, as were the responses from 31 parents and carers.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the extent to which teachers make suitable allowance in their planning for the different needs of pupils
- the extent to which the curriculum is enhanced through the use of cross-curricular links, especially in relation to developing writing skills
- the school's development of national and global links to enhance community cohesion.

Information about the school

Leamington Hastings is much smaller than most primary schools. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is broadly similar to the national average, as is the proportion of pupils with a statement of special educational needs. The Early Years Foundation Stage consists of Reception and the Owlets Nursery, which comes under the control of the school's governing body. The governing body is also responsible for the Early Birds and Wise Owls before- and after-school clubs that take place in the school. In recognition of its work, the school has received the Healthy Schools and Activemark awards.

At the time of the inspection the school was being led by an acting headteacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. It also has some exceptional features that result in a number of outstanding outcomes for pupils' personal development. Pupils greatly enjoy school, and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Pupils contribute extremely well to the local community, with the school being very much part of that community. Care, guidance and support are also outstanding, with the safety of its pupils being a high priority. Parents and carers are exceptionally positive about the school. For example, one said, 'Our child is very happy and loves school.' During their time in the Early Years Foundation Stage children achieve well and they reach average, and occasionally higher, standards by the time they leave Reception. Pupils continue to make good progress through Years 1 and 2 and, by the end of Year 2, attainment is above average, although slightly lower in writing.

Good teaching and a good curriculum are crucial factors in pupils' good progress. In class, relationships are strong, teaching assistants are deployed well and teachers make good use of a variety of resources and strategies to make the lessons interesting. Teachers provide clear instructions and advice for their pupils, although on occasions, opportunities are missed for pupils to respond by talking about their work to identify ways in which they might improve it further. The curriculum contributes well to both pupils' progress and their enjoyment of school. It is interesting and varied, and, for instance, helps to make the pupils very aware of the need to follow a healthy lifestyle. The school routinely reviews its curriculum, with a current emphasis being placed on the increased use of writing in other subjects as this has not been fully exploited in the past. The school has done much to promote community cohesion, both in school and locally. However, there is still scope to improve pupils' understanding of the cultural diversity to be found within the United Kingdom and internationally.

The acting headteacher, other members of staff and the governing body are a dedicated team, committed to improving the provision they make for their pupils. Self-evaluation is successful in pinpointing where improvement is needed and the school has moved on significantly since the previous inspection. The improvements that have been made since then, and the quality of the current provision, show that the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Raise standards in writing, to match those achieved in reading and mathematics, by ensuring that:

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- pupils have more opportunities to practise and develop their skills through the other subjects of the curriculum
- pupils have enough opportunities to discuss their work, in order to identify how it might be developed and improved.
- Extend community cohesion further by:
 - providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

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

Pupils really enjoy their learning, and in all lessons observed they were fully engaged. The work seen in lessons and in pupils' books shows that their achievement is good, with the result that overall attainment at the end of Year 2 is above average. In a mathematics lesson seen in Year 1, the clear and helpful explanation by the teacher on the ways to solve problems ensured that pupils later employed this well in tackling their work. Pupils with special educational needs and/or disabilities also achieve well: in a science lesson observed in Year 2 the teacher was most careful to include them fully, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' achievement, together with their confidence in working collaboratively with others, means that the school is preparing them well for their future economic well-being.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and high levels of attendance. They have very sensible attitudes to their work, and they are polite and courteous. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities. They say they are pleased to have contributed towards the school's Healthy Schools status. Pupils' spiritual, moral and social development is strong, although their understanding of the multicultural society in which we live is less well developed. Pupils readily and conscientiously take on the very many responsibilities that the school offers them. They are proud to have a voice in what the school does, and they speak with particular enthusiasm about their role in planning changes to the school grounds. Pupils are also very involved in the local village community. They take part in, and arrange, activities such as singing for local residents and participating in May Pole Dancing in a number of local venues.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Relationships are a particular strength and, as a result, pupils are exceptionally well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. They usually involve pupils well in lessons, but on occasions pupils are provided with little opportunity to talk about their work in front of the class, and consequently further develop and clarify their knowledge and skills. Teaching assistants are well deployed to promote learning. Teachers use information on how well pupils are doing to plan carefully for the varying needs of the pupils in their class. However, occasionally, this is not done so successfully for more able pupils, with the result that the work sometimes does not stretch them enough. Marking is successful in clarifying for pupils how to develop their work further, and it has improved significantly since the previous inspection.

Pupils speak enthusiastically about the good range of outings and clubs that enhance the curriculum. They also enjoy the learning opportunities provided in the school's well-resourced grounds and in the village. A particular strength is the provision for music, where pupils benefit from specialist teaching. The school is rightly developing cross-curricular links to produce a more innovative and exciting curriculum. As one pupil noted, 'We really enjoyed our topic on Animals Around the World.' However, the school recognises the need to make more use of writing in other subjects to help raise standards in English. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Safety checks and risk

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assessments are rigorously carried out. Effective arrangements are in place to ensure the smooth entry of pupils to the school and to junior school when they leave. The Early Birds and Wise Owls provision gives strong support to the school's welfare of its pupils beyond the school day, with the pastoral care being a high priority. Pupils are regularly reminded about the need to take care, for instance when carrying out activities in science.

These are the grades for the quality of provision

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

How effective are leadership and management?

The acting headteacher, supported well by other members of staff, has been successful in creating a very caring and happy environment for the pupils. Exceptional care is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted highly effectively. Safeguarding procedures are consistently and effectively applied to ensure that all pupils are well protected. The school's self-review has been accurate in identifying strengths and areas for development, and there is clearly a strong ambition to improve. Previous weaknesses in mathematics have successfully been addressed. Community cohesion is promoted well in the school. There are exceptional community links both in school and locally. However, the school recognises that links beyond the local community are not so well developed. A useful start has been made through contacts established with schools in Rugby and Burundi. Members of staff each have a number of subject responsibilities: they demonstrate a good understanding of these and have supported strategies for making improvements. Governors keenly monitor the progress that pupils make as they move through the school. There are exceptionally good working relationships with parents and carers. The excellent links with the junior school not only allow for the ready transfer of information but also greatly ease the pupils' transition from the one establishment to the other.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start Nursery their skills and experiences are usually similar to those expected for their age, although in some years they are lower. Through their time in the Early Years Foundation Stage they achieve well, and by the end of Reception attainment is broadly average and sometimes higher. The children are very happy in school and they clearly enjoy themselves. Their behaviour is excellent and they are very keen to do their best with their work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the very good links that are established with parents and carers. Adults provide the children with a good balance between teacher-led activities and opportunities for them to choose for themselves, and they take every opportunity to help them develop their various skills. The children tackle their work with enthusiasm, although on occasions a small number find it difficult to maintain concentration on the tasks they have chosen and this slows their learning. Staff know the children well and the frequent observations and assessment of their progress result in fresh, well-matched tasks.

A good range of resources is provided, with the outdoor area being used well in all aspects of the curriculum. The leader uses her knowledge and enthusiasm well in making good provision for the children, and other adults support her well in providing for their various needs. The provision made for the welfare of the children is exceptional.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

An overwhelming majority of parents and carers were positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. Comments such as, 'Leamington Hastings provides a very caring and enjoyable environment,' and, 'I would not hesitate to recommend this school to anyone,' confirm their view. No significant concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leamington Hastings CofE 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 inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	97	1	3	0	0	0	0
The school keeps my child safe	27	87	2	6	0	0	0	0
The school informs me about my child's progress	26	84	5	16	0	0	0	0
My child is making enough progress at this school	25	81	4	13	1	3	0	0
The teaching is good at this school	28	90	3	10	0	0	0	0
The school helps me to support my child's learning	26	84	4	13	0	0	0	0
The school helps my child to have a healthy lifestyle	23	74	6	19	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)	24	77	4	13	0	0	0	0
The school meets my child's particular needs	25	81	4	13	0	0	0	0
The school deals effectively with unacceptable behaviour	25	81	3	10	0	0	0	0
The school takes account of my suggestions and concerns	24	77	3	10	1	3	0	0
The school is led and managed effectively	25	81	3	10	1	3	0	0
Overall, I am happy with my child's experience at this school	27	87	3	10	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



28 May 2010

Dear Pupils

Inspection of Leamington Hastings CofE Infant School, Rugby CV23 8EA

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. We especially liked joining you for assembly, and we also enjoyed coming into your lessons. I am writing to tell you what we found out about the school, what is good and what could be made better. Overall, you are in a good school where you are making good progress with your work. The acting headteacher and other staff know what they need to do to make the school even better.

These are some of the strengths of the school.

Teaching is good and you are provided with lessons which you really enjoy.

Your behaviour and your attitudes to your work are excellent.

You have a very good understanding of how important it is to eat healthy food and take exercise.

The staff know you very well and take very good care of you. As a result you feel very safe.

Your parents and carers are very pleased with the school.

These are things we have asked the school to improve.

Help you to improve your writing skills by giving you more opportunities to talk about what might be in your stories and also to give you more chances to write in subjects other than English.

Give you more opportunities to become aware of people from different communities and cultures in both this and other countries.

You can help by offering to share your ideas about a story with your teacher and the other pupils before you start writing.

We wish you all well for the future.

Yours sincerely

Martin James

Lead inspector

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