

Pound Hill Infant School

Crawley Lane, Pound Hill, West Sussex, RH10 7EB

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The attainment of pupils at the end of Key Stage 1 is markedly above average. Pupils do especially well at the higher levels in reading, writing and mathematics.
- Children make rapid progress in the Early Years Foundation Stage. They quickly develop basic literacy and numeracy skills and work very well together.
- Teachers have high expectations. They skilfully use questioning to extend pupils' learning so pupils make excellent progress.
- Pupils know how to improve their work because they receive very helpful feedback from their teachers.
- Disabled pupils and those who have special educational needs make exceptional progress. Additional adults effectively work with pupils so they confidently participate in all their activities.
- Pupils are safe in school. Their behaviour is exemplary and makes an outstanding contribution to their learning.
- Pupils share in a wide range of experiences, ensuring their excellent spiritual, moral, social and cultural development. Pupils are inquisitive and want to explore their world.
- Parents are fully involved in supporting their children's education. Parents speak highly of the personal care and support their children receive.
- The headteacher ensures this is a caring and inclusive school. She and other leaders effectively develop the quality of teaching so that pupils make exceptional progress from their individual starting points.
- Senior leaders and subject leaders are proficient in taking actions so that all groups of pupils are very successful in their learning.
- Governors make certain the school continues to maintain high standards. They thoroughly check leaders and teachers are doing everything necessary to improve pupils' achievement. As a result, the school's performance is strong.

Information about this inspection

- Inspectors observed learning in 18 lessons, of which three were jointly observed with the headteacher. Inspectors also observed an assembly, listened to pupils read and looked at pupils' work in their folders.
- Inspectors met with pupils and talked with them about their work. Meetings also took place with governors, subject leaders and a representative from the local authority.
- Inspectors reviewed documentation covering safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 41 responses from parents to the online questionnaire, Parent View. An inspector also talked to parents informally during the inspection

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Ramesh Kapadia

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Pound Hill is larger than the average-sized infant school.
- There are three Reception classes in the Early Years Foundation Stage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs supported through school action is high. The proportion of pupils supported through school action plus and who have a statement of special educational needs is average.
- The proportion of pupils receiving support from the pupil premium funding is below average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care. In this school, it is applicable to both groups of pupils.
- The proportion of pupils who speak English as an additional language is high when compared to the national average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The headteacher is a national leader in education.
- The school is part of the Southern Collaborative Learning Partnership Alliance. The alliance was awarded the status to provide professional development by the National College of Teaching and Learning in March 2013.

What does the school need to do to improve further?

- Ensure more-able pupils talk about their learning so that they share their ideas with each other when carrying out mathematical investigations.

Inspection judgements

The achievement of pupils

is outstanding

- The attainment of pupils at the end of Year 2 is higher than average. The majority of pupils achieve especially well in reading and mathematics. Pupils' standards at the higher level in reading, writing and mathematics are excellent.
- Children make rapid progress in Reception. Most children enter the Early Years Foundation Stage with skills below those expected for their age. Because they share in an exceptional range of learning experiences, they are very well prepared for their start in Year 1.
- Pupils supported through the additional funding make good, and sometimes rapid, progress from their individual starting points. Pupils with diverse needs are very well supported and are especially successful. As a result, gaps in attainment for eligible pupils are narrowing.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check (letters and sounds) is above the national average. Pupils enjoy reading, for example stories by Roald Dahl, and use a range of text to support their learning. Well above average numbers of pupils achieve the highest level, for Key Stage 1, in reading, by the end of Year 2.
- Disabled pupils and those who have special educational needs make exceptional progress. Individual support ensures they participate fully along with other pupils in all the activities that take place across the school.
- Pupils who speak English as an additional language attain high standards and are especially successful in reading and writing. Pupils who are from different minority ethnic groups mostly do better than similar groups nationally in reading, writing and mathematics.
- The achievement of more-able pupils is consistently outstanding. Inspection evidence shows they continue to be very successful in their reading and mathematics, and the large majority in writing. The school has identified the need for these pupils to talk about their learning with each other when carrying out mathematical investigations to take their learning even further.

The quality of teaching

is outstanding

- Teaching is consistently good and the majority is outstanding. Teachers skilfully use questioning so that pupils' understanding is deepened, enabling pupils to make excellent progress as they move through the school.
- Pupils have excellent attitudes to learning because they know they have the right to be heard and to be themselves. This enables them to confidently engage in their tasks so they become increasingly successful in their work.
- Teachers are adept at adjusting tasks as pupils make progress. Their detailed feedback ensures pupils know how to improve their work and move to the next level in their learning. As a result, pupils from across the ability range do very well.
- Pupils respond positively to their teachers' high expectations. This was seen in Years 1 and 2, when pupils took decisions within a range of scenarios. As a result, they competently applied a range of literacy and numeracy skills while considering how to protect St Lucia's ecology from the adverse effects of tourism.
- Children in Reception are exceptionally resilient in using their basic skills in solving problems together. For example, during one session, children had to demonstrate to a 'land developer' why mini-beasts were worth protecting. Children's use of language and reflection on their learning lead to outstanding progress throughout.
- Additional adults within the classroom provide highly effective support to all pupils. As a result, disabled pupils and those who have special educational needs benefit from tailored approaches that meet their individual needs so they make exceptional progress.
- Teachers are adept at using a range of resources, including new technology to promote pupils' learning. They also effectively extend pupils' knowledge and understanding through exploring outdoor settings such as local woodland.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- Pupils show exemplary attitudes toward their learning, which have a positive impact on their achievement. They enjoy talking about their work and eagerly get involved in their tasks, regardless of how demanding these are.
- Children in Reception are enthusiastic in all they do. They are confident and want to share their ideas and help each other. They are proud of how well they are doing and keen to show their work to visitors.
- The atmosphere is always calm throughout the school during lunchtime and in the dining hall. Pupils play well together and clearly enjoy participating in the range of activities provided. On public occasions, such as assemblies, pupils relish celebrating together as a whole community.
- Pupils highly regard the school's values, which focus on rights and respect. They consistently display these in their relationships with each other. Older pupils take on responsibilities in helping their teachers. Pupils support charities, for example a village project in South Africa, which has also inspired them to set up their own school vegetable garden.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are confident that they feel safe at all times. They have a very good understanding of the different forms of bullying and say these are rare. They are clear how to keep themselves safe when using new technologies.
- Attendance is above average. The overwhelming majority of parents who responded to the online questionnaire confirmed that their children are both safe and happy at school.

The leadership and management are outstanding

- The headteacher is passionate that every pupil is fully involved in the life of the school. Her exemplary leadership is evident in how the quality of teaching has been enhanced, so that pupils make outstanding progress.
- Leaders at all levels, including within the Early Years Foundation, demonstrate exemplary practice. Subject leaders are very skilled in making sure teaching is enhancing pupils' achievement. They take effective actions that meet the learning needs of all pupils.
- Senior leaders use detailed checks on how well pupils are doing to enhance teachers' classroom practice and training. Staff say they value the support they receive to develop their skills. Their success is closely linked to both their salary and career progression.
- This is an inclusive school. Disabled pupils and those who have special educational needs receive exemplary support so they make excellent progress. Parents are fully involved in their children's education and speak of the superb care and individual attention their children receive.
- The local authority has complete confidence in the school's strong leadership and provides a light touch approach. School leaders extend support to other schools and work in partnership with colleagues elsewhere to develop more effective practice.
- The additional government funding for primary schools is successfully improving sport provision. Governors and school leaders use this to enhance the ability of teachers to promote pupils' physical well-being. As a result, pupils are developing their skills in skipping and fencing for instance.
- The planning of subjects effectively provides rich and exciting experiences for pupils. Their literacy and numeracy skills are coherently developed as they move through the school. Topic themes and activities require pupils to tackle a range of problem-solving scenarios and these very effectively develop their knowledge and understanding across all subjects.
- Pupils' spiritual, moral, social and spiritual awareness is developed very effectively. Pupils address real-world issues on sustainability, as seen in their work on St Lucia. They correspond with children in South Africa and this inspires their own actions. Pupils' use of art reflects their

learning about other cultures. Younger children construct shelters to protect mini-beasts from urban development. Pupils enjoy participating in dance and rap sessions too.

- The school's work on safeguarding ensures that all requirements are met. Risk assessments cover all aspects of school life, including educational visits.

- **The governance of the school:**

- Governors take actions so that the school maintains its strong performance. They check leaders do everything possible to improve pupils' achievement, regardless of the changing needs of pupils entering the school. Governors know their school very well because they share training days with staff and take responsibility for specific aspects of the school's work. Governors' own expertise is extensive. As a result, the governors compare the school with others nationally and ask perceptive questions, holding leaders to account. Governors use well-established routines to reward teachers through pay and career progression. The performance of the headteacher is also closely checked. Governors do not tolerate any form of discrimination and ensure that equalities are promoted well. They use the additional funding effectively, for example providing play therapy for eligible pupils so that gaps in their attainment are closing. The budget for the school is very well managed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125898
Local authority	West Sussex
Inspection number	443774

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Bruce Muirhead
Headteacher	Julie Knock-Bravery
Date of previous school inspection	20 May 2008
Telephone number	01293 873975
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