

# Luton Infant & Nursery School

Alexandra Road, Chatham, Kent ME4 5AP

## Inspection dates

16–17 October 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although leaders have secured some improvements across the school, they have not addressed all of the areas for improvement in the previous inspection report.
- Governors do not have an accurate understanding of the school's strengths and weaknesses. They therefore do not know the school well enough.
- Middle leaders do not monitor the quality of teaching and learning in foundation subjects effectively enough.
- The progress that current pupils are making in mathematics, reading and in foundation subjects is inconsistent.
- While there is some good practice across the school, the quality of teaching, learning and assessment is too variable and too much still requires improvement. Sometimes work is not suitably matched to pupils' needs.
- Some pupils are not making as much progress as they could to catch up from their very low starting points.
- Some teaching assistants do not have high enough expectations of pupils and do not move their learning on quickly enough. At times, the support that they offer pupils slows their progress.

### The school has the following strengths

- Senior leaders are committed to improving the school. They have set high expectations and have secured some improvements throughout the school.
- The special educational needs coordinator (SENCo) provides strong leadership. As a result, pupils who have special educational needs (SEN) and/or disabilities make good progress.
- Strong, effective leadership in the early years, and good teaching, ensure that children get off to a good start in their Reception Year.
- The teaching of phonics is strong. Pupils, including those who are disadvantaged, make good progress in learning letters and the sounds they make.
- Pupils behave well in lessons and around the school. They are kind and caring, and have positive attitudes to learning.
- Safeguarding is effective. Leaders have established a nurturing culture where pupils are safe and very well looked after.

## Full report

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

- Improve the quality of leadership and management by ensuring that:
  - governors monitor the impact of leaders' actions on outcomes for pupils
  - governors hold leaders rigorously to account for standards across the school
  - middle leaders develop their skills in monitoring and improving the quality of teaching and learning in the foundation subjects.
- Ensure that pupils make at least good progress by:
  - addressing the inconsistencies in the quality of teaching, learning and assessment
  - ensuring that learning is planned so that it is well matched to pupils' needs
  - improving the skills of teaching assistants so that they can more effectively challenge the pupils with whom they work.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The headteacher and senior leaders in the school are passionate and determined in their pursuit for school improvement. They have established a safe, nurturing climate for learning and have set high expectations. Leaders are ambitious for all pupils.
- Senior leaders have embraced the support and training provided by the Compass Partnership of Schools. While this has enabled leaders to secure some improvements in teaching, learning and assessment and in outcomes for pupils over the last three years, too much teaching still requires improvement. As a result, pupils are not making as much progress as they could in some subjects.
- Leaders have taken effective action to improve the quality of leadership of special educational needs, which was an area for improvement in the previous inspection report. They have appointed an experienced and highly skilled special educational needs coordinator (SENCo) who has taken effective action to improve the provision for pupils who have SEN and/or disabilities. The SENCo has implemented robust systems and procedures, and has improved the quality of teaching and learning for these pupils.
- However, not all of the areas for improvement in the previous inspection report have been addressed by leaders. The quality of teaching and learning is not yet good, and governors are not monitoring the impact of leaders' actions with sufficient rigour. As a result, while leaders have secured some improvements, the pace of improvement has not been rapid enough.
- Middle leaders are enthusiastic and passionate about their subjects. However, they do not monitor the effectiveness of teaching and learning in their subjects thoroughly enough to ensure that pupils make good progress across the curriculum.
- Leaders ensure that pupils are taught a broad, balanced curriculum. The quality of teaching in foundation subjects, however, is variable and the progress that pupils make in these subjects is inconsistent.
- The physical education (PE) and sports funding is effectively used by leaders. They ensure that pupils are given the opportunity to participate in a wide range of sports and to take part in competitive sporting tournaments. Consequently, pupils enjoy PE and attain well in this subject.
- A positive ethos has been established by leaders throughout the school, that is underpinned by a range of values, for example kindness, respect and perseverance. In addition, through the curriculum, pupils are given opportunities to learn about other cultures and religions, and to reflect on their own beliefs. As a result, pupils' spiritual, moral, social and cultural development is promoted well.
- Parents and carers value the supportive, nurturing culture of the school. Most feel that any concerns that they have are dealt with quickly and effectively by staff. Several parents commented that staff are 'friendly and approachable'. One parent said that staff will 'go the extra mile' for their child.

## Governance of the school

- Governors do not have an accurate understanding of the school's performance. When undertaking visits to the school, governors are not focused sharply enough on the actions that leaders are taking to tackle areas for improvement. As a result, they do not routinely evaluate the impact that leaders' actions are having on standards across the school.
- Governors are ambitious for the school and its pupils. However, because they do not have a clear understanding of the school's strengths and weaknesses, they do not challenge school leaders rigorously enough about the progress of pupils. This is slowing the pace of improvement.
- Furthermore, governors do not routinely check that pupil premium funding is being spent effectively to secure improved outcomes for disadvantaged pupils.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, have carefully fostered a culture where the welfare of pupils is paramount. Leaders are tenacious in their approach to ensuring that all pupils receive the support that they need, and that they are kept safe.
- Robust, effective systems for recording and reporting safeguarding concerns are firmly established. Staff are vigilant in recording and reporting any concerns that they have, and leaders respond appropriately.
- Leaders provide staff with regular training in safeguarding. As a result, all staff have a very good understanding of their roles and responsibilities for safeguarding children, and pupils feel safe.

## Quality of teaching, learning and assessment

## Requires improvement

- Leaders have taken effective action to establish some good practice in the quality of teaching and learning. Across the school, however, the quality of teaching, learning and assessment remains too variable, and too much still requires improvement.
- Where there are strengths in teaching, for example in the teaching of writing, learning is planned effectively to support the needs of pupils. Teachers plan activities that engage pupils and maintain their interest, providing them with opportunities to practise and develop their skills in language and writing. At other times, however, learning is not planned well enough and it does not match the needs of pupils. Activities are too easy and do not move pupils' learning on when they are ready, particularly in mathematics.
- The quality of teachers' questioning is variable. Sometimes teachers do not carefully check on pupils' understanding and, as a result, do not address their misconceptions quickly enough. When this happens, pupils' progress slows. Some teachers, however, make effective use of questioning to explore pupils' understanding. They support pupils well to make corrections and improvements to their work.

- There is also some variability in the quality of additional adults' support. Some teaching assistants are skilful in questioning pupils and in supporting their learning. Too often, however, teaching assistants slow pupils' learning. This is because their expectations of what pupils can achieve are not high enough, and they do not identify quickly enough when pupils are ready to move on in their learning.
- Leaders and teachers have established a very positive learning culture based around the school's values. Pupils are encouraged to persevere with their learning and are reassured that it is 'okay to make mistakes'. Consequently, pupils have developed positive attitudes to their learning. They listen attentively and work with enthusiasm and enjoyment.
- As a result of good subject knowledge, the teaching of phonics is strong. Teachers plan learning that challenges pupils and enables them to make good progress in learning letters and the sounds they make. The teaching of reading is, however, less strong. Reading tasks are not planned well enough to enable pupils to make good progress because, at times, reading books are not well matched to pupils' reading ability.
- The quality of teaching and learning in foundation subjects, such as history and geography, is inconsistent. As a result, pupils do not make as much progress as they could in these subjects.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders have established a caring, supportive ethos that permeates the school. Adults have developed nurturing relationships with pupils ensuring that they are very well looked after.
- Relationships between pupils and their peers are also strong and they have developed firm friendships. Pupils value and celebrate their different backgrounds, beliefs and cultures. One pupil was particularly proud and excited to share that her friend was teaching her to speak a different language.
- Pupils are friendly and welcoming. The school's values are important to pupils and they underpin the life of the school. Pupils show kindness and they are caring of one another. For example, during a mathematics lesson, when one child accidentally dropped her counters on the floor a small group of other children quickly rushed over to reassure her, and to help her pick them up.
- Pupils know who to talk to if they have any worries and they feel safe and happy in school. Pupils trust that their teachers will help them to resolve their problems. Any friendship issues are dealt with quickly and bullying is rare.

### Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and around the school. They have positive attitudes to their learning and respond well to the behaviour and reward systems that leaders have put in place.

- Routines throughout the school day are well established. As a result, movement around the school and behaviour in the dining hall are calm and orderly and the school is a safe environment.
- Adults plan and supervise a wide range of interesting and exciting activities for pupils to enjoy during playtimes and lunchtimes. Consequently, breaktimes are enjoyable and pupils are very well supported to develop important social and language skills. Pupils of all ages and backgrounds play well together.
- Leaders monitor pupils' absence closely and have established a wide range of strategies to tackle poor attendance. Therefore, while attendance remains low, leaders' robust actions have secured significant improvements in the rates of attendance for pupils who are persistently absent.

### Outcomes for pupils

### Requires improvement

- Most pupils start school with skills and attainment well below that typical for their age, in particular in the development of their understanding of language. Furthermore, a significant number of pupils join the school at different points during the academic year, often with fewer skills than expected for their age.
- As a result of the variability in the quality of teaching, the progress that current pupils are making across the curriculum is inconsistent. While some pupils make strong progress, too many pupils are not making as much progress as they could in order to catch up from their very low starting points and to achieve well.
- Current pupils, including those who are disadvantaged, are making strong progress in writing. The effective teaching of writing enables pupils to develop key skills in handwriting, spelling and, in particular, their understanding and application of language.
- The progress that pupils make in mathematics and reading across key stage 1, however, is variable. As a result of inconsistencies in the quality of teaching and learning, some pupils are not making the progress of which they are capable because the work that they are given is too easy and they are not moved on in their learning quickly enough.
- The proportion of pupils who attained the expected standard in reading at the end of key stage 1 has improved over the last three years. Provisional outcomes in 2018 indicate that reading is now in line with the national average for those attaining the expected standard, and above for those attaining greater depth. However, despite improvements over time, pupils' attainment in writing and mathematics at the end of Year 2 remains below the national average.
- The proportion of pupils who achieved the expected standard in phonics at the end of Year 1 is below the national average. However, because of effective teaching in phonics, pupils secure a good understanding of letters and the sounds they make, making strong progress from their very low starting points.
- As a result of accurate assessment and carefully planned support, most pupils who have SEN and/or disabilities are making strong progress from their starting points.

## Early years provision

Good

- Leadership of the early years is strong. Leaders have established a clear vision for the early years setting and have set high expectations of the children.
- Teaching in the early years is good. Teachers plan a wide variety of enticing activities, both indoors and in the outside area, that are designed to promote children's development in a range of skills. Children enjoy these activities and quickly become engrossed in their learning. As a result, children learn well and they make good progress.
- Adults skilfully develop children's learning. They make effective use of questioning to extend children's thinking. They model the use of language consistently well, encouraging children to experiment with a wide range of vocabulary. Consequently, children's language and communication skills improve.
- The Nursery provides a very active, stimulating environment for children to learn. Children are happy and show great interest in the wide variety of activities that have been carefully planned to encourage children's curiosity and exploration. Adults support children well to develop their independence and their confidence.
- Teachers have established robust, accurate procedures for the assessment of children's learning. As a result, they know the children very well and track their progress carefully. Throughout their time in the early years, children make good progress from their very low starting points.
- Relationships between adults and children are thoroughly established. Adults support and nurture children well, establishing effective routines, encouraging and modelling social skills. As a result, children behave well and are learning how to keep themselves safe. Children are happy and they are beginning to form firm friendships.
- Appropriate policies and procedures are in place to make sure that children are kept safe. Leaders have created a climate where children are nurtured and very well cared for. Consequently, children feel safe and they enjoy coming to school.
- Leaders have ensured that effective transition arrangements are in place for children joining the early years and they involve parents in the assessments of their children. Several parents commented that, because of the support and encouragement of adults in the early years setting, their children settled into school life very quickly.

## School details

Unique reference number	118319
Local authority	Medway
Inspection number	10053053

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 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Murray Evans
Headteacher	Stephanie Hammond
Telephone number	01634 843 019
Website	<a href="http://www.lutoninf.medway.sch.uk/">www.lutoninf.medway.sch.uk/</a>
Email address	<a href="mailto:office@lutoninf.medway.sch.uk">office@lutoninf.medway.sch.uk</a>
Date of previous inspection	25–26 May 2016

## Information about this school

- Luton Infant and Nursery School is of a similar size to the average-sized primary school.
- The school works in collaboration with the Compass Partnership of Schools as an associate member.
- The school has undergone a change in leadership since the previous inspection, and a new headteacher was appointed in December 2016.
- The early years setting incorporates a Nursery for three- to four-year-old children, and three Reception classes for four- and five-year-old children.
- The proportion of disadvantaged pupils is significantly above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils who speak English as an additional language is significantly

above the national average.

- The school provides childcare through the breakfast and after-school clubs on its site.

## Information about this inspection

- Inspectors observed pupils' learning in all year groups and classes across a range of subjects. Most sessions were observed jointly with the school's senior leaders. Inspectors looked at the quality of pupils' work during lessons and through a focused scrutiny of work in books.
- Inspectors held meetings with the headteacher, deputy headteacher, SENCo, other school leaders and staff. They also met the chair of the school's governing body and the school's designated safeguarding leads.
- Inspectors spoke to a representative from Medway Local Authority and the Executive Headteacher of the Compass Partnership of Schools.
- A wide range of documentation was reviewed, including information on pupils' attainment and progress, attendance, and behaviour. Information about governance, including the minutes of the governing body's meetings, was examined. The school's self-evaluation summary, school development plan and supporting evidence were scrutinised, together with information on the school's website.
- Inspectors met with parents at the beginning of the school day and took account of the 27 responses to Ofsted's online parent survey, Parent View, including 14 free-text comments.
- Inspectors considered the views of 23 staff who completed Ofsted's confidential online survey.
- Inspectors listened to pupils read and talked with pupils in lessons and around the school to gather their views. They also met formally with groups of pupils.
- Pupils' behaviour was observed in lessons, during assembly, around the school, in breakfast club, and during breaktime and lunchtime.
- Inspectors reviewed the school's safeguarding records and the single central record of recruitment checks on adults working with pupils.

## Inspection team

Leah Goulding, lead inspector	Ofsted Inspector
Rosemary Keen	Ofsted Inspector
Peter Wibroe	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018