



Minet Nursery and Infant School

Inspection Report

Unique Reference Number 102392
LEA Hillingdon LEA
Inspection number 276710
Inspection dates 10 May 2006 to 11 May 2006
Reporting inspector Sue Vale AI

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

Type of school	Infant	School address	Avondale Drive
School category	Community		Hayes
Age range of pupils	3 to 7		UB3 3NR
Gender of pupils	Mixed	Telephone number	02085735177
Number on roll	417	Fax number	02085613207
Appropriate authority	The governing body	Chair of governors	Mr Anthony Eginton
Date of previous inspection	12 June 2000	Headteacher	Mrs J Lynch

Age group	Inspection dates	Inspection number
3 to 7	10 May 2006 - 11 May 2006	276710

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Introduction

The inspection was carried out by 3 Additional Inspectors.

Description of the school

Minet nursery and infant school is an above average size school, including 60 morning and 60 afternoon nursery places. The school is in an area of social deprivation and is affected by a high percentage of children who arrive and leave the school other than at expected times. Children enter school with well below average abilities, particularly in communication and social skills. Increasing numbers of refugees mean around half the children are starting at the school without any previous school experience.

Approximately 80% of pupils are learning English as an additional language. Traveller's families are frequent visitors to the school, but numbers vary. Children who are known to be entitled to free school meals is high. Around 40% of children are identified with special educational needs.

The nature of the school population changes frequently. Difficulties in recruitment have meant that the substantive head teacher has been in post for 3 weeks at the time of the inspection. The school is a member of the Excellence in cities and behaviour improvement programmes.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges its overall effectiveness as satisfactory and inspectors agree. Pupils start school with very low levels of competence particularly in their communication and social skills. They make limited progress during their time in the nursery but better progress throughout the rest of the school. Approximately two thirds of pupils reach average standards by the end of Year 2. Teaching and learning is satisfactory overall with some good elements. Assessment information is thoroughly analysed and used well to track the progress of both individuals and different groups of pupils.

Overall provision for children in the Reception classes is satisfactory. A lack of adequate adult input to encourage the early development of language acquisition and social skills, along with a lack lustre learning environment means that the provision for children in nursery is not good enough. The school is aware of this and already has plans in place to improve nursery provision.

Pupils' personal development is good. The school is an inclusive school. Overall pupils behave well and respect each other, although there is some challenging behaviour from some pupils. All pupils receive good care, guidance and support. Despite the school's good efforts to encourage improvement attendance is below average. This is mainly due to the high level of mobility amongst families. Whilst the curriculum is satisfactory overall it is enhanced by a wide variety of good intervention support groups such as the nurture groups. These groups are having a positive effect on raising children's' confidence and skills.

Leadership and management are satisfactory. The newly appointed headteacher has a clear vision of what needs to be done to move the school on. In a short space of time she has already instigated a number of initiatives to achieve this. Issues raised at the last inspection have been tackled well but the background of children attending the school has changed considerably since then. Increasing numbers of pupils learning English as an additional language and high levels of mobility across the school are affecting standards. The school is aware of what it needs to do next and to improve further. It provides satisfactory value for money.

What the school should do to improve further

- Raise the overall quality of teaching and learning.
- Raise standards in English and mathematics.
- Improve provision in the nursery.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall but varies considerably between the nursery and Reception classes. Children enter the Foundation Stage with skills that are well below expectations, particularly in aspects of language, communication and social skills. This reflects the increasing number of pupils entering the school with learning

difficulties, social needs and those who are learning English as an additional language. Children make limited progress in the nursery because of the lack of direct adult interventions and teaching to meet identified needs. In the Reception Year they make better progress. Attainment at the end of the Foundation Stage is below what is expected, especially in mathematics, and communication language and literacy.

By the end of Year 2, although pupils make satisfactory gains in reading, writing and mathematics in relation to their prior attainment, standards are below those nationally. Challenging targets are set for children and some groups of pupils for example girls, make good progress against these targets. The school is aware of the lower achievement of boys and has implemented strategies which are beginning to be effective in motivating and engaging them. The school is good at collecting and analysing data to identify other underachieving groups, such as Black African boys, and setting up small group interventions to raise their achievement. It is still too early to see the full impact of these intervention groups but confidence is growing that they will raise standards. The impact of the whole school strategy to improve writing has resulted in a significant increase in girls achieving higher levels in 2005. In mathematics, there is also an improvement for both boys and girls achieve average standards. The achievement of pupils with learning difficulties is satisfactory.

Personal development and well-being

Grade: 2

The personal development of the pupils is good. Despite the new systems introduced by the school which are having some effect to improve punctuality and attendance it is still below national averages. Pupils enjoy school and feel secure. As one pupil said, 'I like coming to school because everyone likes you.' Some pupils are concerned by the misbehaviour of a minority of boys in some classes. Behaviour overall is only satisfactory due to this minority of pupils with challenging behaviour. Nevertheless, the great majority of pupils have good relationships with adults and get on well with each other.

Pupils feel they are making a good contribution to the school community through the school council, where they say their views are taken seriously. Pupils' spiritual, moral, social and cultural development are good. Moral and social issues are taught well. When talking to pupils they show that they are developing a good sense of right and wrong. The school actively promotes healthy living and has already achieved the Hillingdon Healthy Schools award. Pupils are conscious of the need for a healthy diet and of being active. Pupils enjoy break times because of the provision of a range of games activities. They also enjoy the extra-curricular clubs. The school has well established procedures for teaching pupils safe practices, such as when they move physical education equipment. Many pupils develop satisfactory basic skills in literacy, numeracy and information and communication technology (ICT).

Quality of provision

Teaching and learning

Grade: 3

Inspection evidence supports the school's view that the overall quality of teaching is satisfactory. The acting leadership team has worked hard recently to develop good practice across all classes. However, this has been difficult due to the high turnover of staff, increasing numbers of pupils with learning difficulties and those with English as an additional language.

Currently teaching and learning in the nursery classes is unsatisfactory. The quality improves as pupils move through the school. In some of the better lessons seen in Year 2 classes, lessons were well planned, pupils were clear about what they were expected to learn and teachers had good questioning skills that engaged and motivated pupils well. Learning support assistants and a number of specialist support teachers make a significant contribution to the progress of the increasing numbers of pupils with learning difficulties or with English as an additional language. Pupils are well supported in lessons and in small groups. The school has developed good systems of assessment that enables staff to build up a clear picture of how well pupils are doing and this is being used effectively to plan for the different needs of different groups. However, this is not yet securely established in all classes.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In the Foundation Stage, there is a varied range of activities provided which support children's enjoyment and achievement in the Reception classes. In Year 1 and 2, the school has implemented a revised curriculum in which good links are made between different subjects through topic work. It is not yet fully established and so it is too early to evaluate its impact on children's progress and achievement. The curriculum is enriched by a good range of intervention support groups for different groups of pupils. In the Foundation Stage, nurture groups are effective in developing children's social and communication skills. However the curriculum in the nursery is not as effective as in the rest of the school. The school provides good opportunities for pupils to improve their literacy and communication skills and ICT. Lunch time games and other clubs help pupils with behavioural difficulties in an informal and well supervised context. The school has good links with external agencies such as Sure Start and the local authority services which it uses well. Pupils with learning difficulties are supported well by teaching assistants who provide in-class and small group support. The range of provision for pupils with English as an additional language is extensive and results in pupils making good gains in developing their confidence in speaking and listening and expression in written work.

Care, guidance and support

Grade: 2

Pupils receive good pastoral care. A particular strength is the positive contribution which intervention groups; such as the 'nurture group' in nursery, the Tamil speaking group, and gifted and talented mathematics group make to raising pupils' knowledge and confidence. This care and the guidance they receive are appreciated by pupils and are starting to have an impact on raising achievement. Effective arrangements are in place to safeguard pupils' interests. There are established systems for risk assessments and they are carried out regularly.

Assessment information is thoroughly analysed and used well to track the progress of both individuals and different groups of pupils. Targets for pupils to improve their work are set and regularly reviewed, although the high numbers of mobile pupils does mean that they are not always able to see their targets through. Support for pupils with learning difficulties and for the high percentage of pupils with English as an additional language is good. They are supported well by a trained team of teaching assistants. Child protection requirements are fully met.

Inclusion is an important aspect of school life. A healthy life style is encouraged and this has been supported through work from the school council.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The newly appointed head teacher has a clear vision for the development and improvement of the school. This is firmly focused on raising pupils' attainment. In a very short space of time a number of strategies have been introduced to obtain a more consistent approach to teaching and learning and to raise standards. It is very early days yet to see any major impact of these initiatives. There is a strong commitment towards the inclusion of all learners.

There are currently five vacancies on the governing body which has meant that a small number are doing the work of many. A lot of governors' time has been taken up with recruitment as the school has been without a substantive headteacher for five terms and has had a high turnover of other staff. The governors are supportive and aware of the schools areas for development but now need to sharpen their focus on raising academic achievement.

The head teacher has realistically assessed the school's strengths and weaknesses. Staff, parents and pupils views are sought, and there are good systems for monitoring and evaluating the school's strengths and weaknesses.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making us so welcome when we came to inspect your school. It was lovely to have the opportunity to meet some of you and to find out your views of the school.

This is what we found out; * You enjoy school and take part in activities well.* The head teacher and staff make sure you are safe and well cared for.* There are good extra groups to help you learn more, such as the nurture groups, and gifted and talented maths groups.* You are confident, happy learners.

For your school to get even better;* In your mathematics and English lessons you need to aim for higher standards.* Some teachers need to give you more challenging work.* The nursery needs to be better.Thank you once again for letting us meet you. We enjoyed ourselves very much.

Best wishes,

Sue Vale

Lead Inspector