

Heathfield Infant School

Inspection report

Unique Reference Number	102891
Local Authority	Richmond Upon Thames
Inspection number	286517
Inspection dates	27–28 March 2007
Reporting inspector	Jo Curd

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 on roll	
School	330
Appropriate authority	The governing body
Chair	Cllr B Treble
Headteacher	Miss B Underwood
Date of previous school inspection	2 July 2001
School address	Cobbett Road Twickenham TW2 6EN
Telephone number	020 8894 4074
Fax number	020 8893 3419

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average infant school with a Nursery, a ten place unit for pupils with speech and language difficulties and three classes in each year group. The Nursery feeds into six different primary schools. The school shares a site with a large junior school. It hosts an independently run breakfast and after school club. The proportions of pupils who are eligible for free school meals, from minority ethnic backgrounds, or who have learning difficulties or disabilities, are larger than average. The proportion of pupils who have English as an additional language, including those at very early stages, is far higher than average. There are ongoing plans to rebuild or refurbish the building and to create a children's centre.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which all pupils achieve well. Adults and children are happy and most Governors and staff choose to stay for a long time. It is settled, cohesive and inclusive. Relationships throughout the school are good and all members of the community are valued. As one parent said, 'Heathfield is a great school!'

Leadership and management are good. The head teacher delegates well and this is ensuring good improvements which result in pupils' achieving well. The school has maintained its strengths since the previous inspection. Given effective leadership and the strong commitment of all staff capacity for further improvement is good. Governors and staff have evaluated the school accurately and are aware of its strengths and shortcomings. They use most findings from monitoring and evaluation to improve provision, such as ensuring sufficient and well targeted support for all pupils. Not all findings are acted upon consistently and changes such as the new 'traffic light system' of marking are more effective in some classes than others.

Achievement is good because teaching, learning and the curriculum are good. However, in some lessons the introductions are too long and this slows the pace of learning. Attainment on entry to the Nursery is below that expected for this age of children. Due to good provision in the Foundation Stage all the children make good progress. Most leave the Reception class with standards just below those expected. Good progress continues in Years 1 and 2 and standards, by the time pupils leave the school, are broadly average. Standards have dipped recently, due to high mobility and the higher proportion of pupils with learning difficulties. Nonetheless, the school's assessments and inspection evidence show that pupils are making good progress. Good progress, pupils' positive attitudes to learning and good behaviour, prepare them well for the next steps in life and learning.

Personal development and well-being are good. Pupils' enjoy school greatly and eagerly carry out tasks which contribute well to their community. They work and play safely together. Behaviour is good because pupils form good relationships and all are cared for and supported well. Their awareness of the need for exercise and balanced diet to maintain healthy lives is good. Pupils in the language unit are developing confidence and good self esteem because of the appropriate curriculum and sensitive support from staff. One pupil summed up the feelings of many by saying 'School is the best place - it's where I meet my friends, work hard and have fun.'

What the school should do to improve further

- Ensure that findings from monitoring and evaluation, including the effectiveness of marking, are acted upon consistently throughout the school.
- Ensure that all lessons have sufficient pace and that introductions are more sharply focused.

Achievement and standards

Grade: 2

All pupils achieve well. Although children start Nursery with a wide range of knowledge, skills and experience, overall attainment is below expectations. Many of the children are at early stages of learning English and some have low levels of personal and social development. Due to good teaching, effective organisation and a very engaging curriculum, all the children make

good progress in their Foundation Stage. By the end of the Reception class standards are just below those expected for children of this age.

Because of good teaching and learning and effective support achievement is good in Years 1 and 2. Prior to 2006, standards were above the national average. Recent changes, including greater mobility and a higher proportion of pupils with little English have had an impact on overall standards. In addition the inclusion of pupils from the units in overall test results has lowered the school's overall performance. Nonetheless, the school's tracking and inspection evidence show that pupils make good progress and achieve well. Currently standards are broadly average. All pupils, including those from minority ethnic backgrounds and those who have English as an additional language make good progress.

Personal development and well-being

Grade: 2

Pupils' high levels of enjoyment are evident in their faces, comments and demeanour. As one pupil in the language unit said, 'I just like school because I like to learn things'. Pupils work and play safely together, especially at playtimes when they behave responsibly and care for each other well. Spiritual, moral, social and cultural development is good. Children in the Nursery gasped as they created new colours by mixing powder paint and pupils in Year 2 proudly and excitedly shared their writing with adults and peers. Good attitudes and a creative curriculum underpin the pupils' high levels of motivation and success. Pupils contribute well to their school and community by taking action through the school council, developing friendships at play times, helping to improve the school environment and visiting a local respite centre. A strong interest in developing healthy lifestyles is seen in the pupils' creation of healthy lunchboxes and discussion of balanced meals. Pupils are well prepared for later life and learning because of their good progress in learning, personal development and attitudes to work and others.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning varies but is good overall. Pupils' good behaviour, motivation and enthusiasm contribute well to good learning and achievement. Positive relationships throughout the school provide a secure base for learning. In the Foundation Stage and language unit staff understand the needs of these pupils very well, organise sessions and classrooms effectively and provide a suitable and engaging curriculum. Pupils are motivated and guided well through effective questioning and the sensitive use of praise to explain the reasons for success. All pupils are supported and guided well. Leaders and managers know the quality of teaching and learning well and are helping to improve the teaching where lessons are satisfactory. Some introductions are too long which slows the pace of learning.

Curriculum and other activities

Grade: 2

The curriculum is good, creative and relevant to pupils. Links between subjects are at early stages but are developing well. For example, in a Year 2 lesson where pupils wrote stories about puppets they made and another where pupils made balanced meals out of recycled materials and worked on computer programmes about food. Decisions to increase opportunities for pupils to improve their speaking and listening skills have successfully contributed to good achievement.

Good links with parents and relevant homework successfully extend learning at home. The curriculum is enriched well through a range of clubs including karate, knitting, recorders, football and art. Visits, visitors and special events such as history and art weeks further extend learning and contribute well to pupils' personal and social development.

Care, guidance and support

Grade: 2

Care, guidance and support are good at this fully inclusive school. Good support for all pupils, including those with learning difficulties and disabilities and those at early stages of learning English, enables them to integrate and participate in lessons. Good links with outside agencies enhance provision. For example, occupational therapists regularly support pupils in the language unit. Effective systems to ensure the protection, safety and care of all pupils are applied rigorously. Marking is up to date but does not always show pupils how they might improve their work. A new 'traffic light system' showing what pupils have done well and how they could do better has been introduced but it is used inconsistently.

Leadership and management

Grade: 2

Leadership and management are good. The leadership has focused well on maintaining pupils' progress through a time of change because of the development of a children's' centre. Leaders ensure that all pupils achieve well, have good personal qualities and are cared for, guided and supported effectively. Most staff have been at the school for a long time, are highly committed and know it well. Self evaluation is accurate and has led to improvements since the previous inspection. Leadership and management have ensured consistency in most aspects of teaching and learning and consequently pupils work hard and grow in confidence and competence. Parents are strongly supportive of the school and its provision for all pupils.

Governors are supportive and challenge the school. Systems for monitoring and evaluation are in place and leaders and managers are acting satisfactorily to improve aspects of teaching, learning and the curriculum. However, checks to ensure that improvements are implemented throughout the school are not sufficiently robust and some inconsistencies remain.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 April 2007

Dear Children

Inspection of Heathfield Infant School, Cobbett Road, Twickenham, TW2 6EN

It was good to meet many of you when we visited your school recently. Thank you for being so friendly, making us feel so welcome and for helping us with our work.

We think that your school is good and can see why you all enjoy it so very much. You are all making good progress in your learning, behave well and are looked after well by all your staff. It is good to see that the adults value your contribution to the school. You know much about keeping healthy and safe and it was lovely to see that you take an interest in lessons and work hard.

We have asked the school to improve two things. We have asked your teachers to get you working more quickly by making sure that the introductions to lessons are not too long. We have also asked the school's managers to make sure that areas identified for improvement are introduced in all classes. You can help with these issues by continuing to work as hard as possible.

Thank you once again. We wish you and your families well for the future.

Jo Curd Lead inspector