



High Meadow Infant School

Inspection Report

Unique Reference Number 125584
Local Authority Warwickshire
Inspection number 293302
Inspection date 12 December 2006
Reporting inspector Marion Thompson

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

Type of school	Nursery	School address	Norton Road
School category	Community		Coleshill
Age range of pupils	4-7		Birmingham B46 1ES
Gender of pupils	Mixed	Telephone number	01675 462312
Number on roll (school)	62	Fax number	01675 462312
Appropriate authority	The local authority	Headteacher	Marion Farnell
Date of previous school inspection	5 December 2001		

Age group 4-7	Inspection date 12 December 2006	Inspection number 293302
-------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

High Meadow Infant School is smaller than most other infant schools. Most of the pupils are of White British origin. The percentage of pupils entitled to free school meals is low. On entry to Reception, children have higher levels of skills than those expected for their age. The proportion of pupils with special educational needs is well below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Parents' overwhelming support for this school is demonstrated in a letter sent to inspectors, which typifies the view of many: 'We cannot praise this school highly enough in its ethos and its relations with children and families who use it. This is an outstanding school'. Parents are absolutely right; the school is outstanding and provides pupils with an excellent standard of education. Standards are exceptionally and consistently high and pupils' achievement is excellent. They make rapid progress, reaching or exceeding demanding targets. Children get off to an excellent start in Reception, where the quality of provision is outstanding. The curriculum provided here is stimulating and well balanced. The transition into Year 1 is very well planned and pupils have levels of skills that are well above expectations on entry to this class, especially in relation to personal development. Throughout the school, standards are very high in a wide range of subjects. A key factor in these high levels of achievement is the outstanding quality of teaching. Teachers plan work that is demanding but achievable, for pupils of all abilities. They have a very good understanding of pupils' stage of learning and the sort of work they enjoy. Consequently, lessons are fun and pupils enjoy coming to school. Pupils tackle their work with confidence and concentration, except in a very small minority of lessons where they have to listen to the teacher for too long. They have a very good idea of how to improve their work, especially in mathematics where they regularly assess their own progress. These opportunities are not as frequently provided in literacy lessons. The excellent curriculum is another key ingredient in the school's success. It is exciting, varied and captures pupils' interest. It is regularly modified to meet the needs of the pupils, and resources are effectively targeted where they are most needed. Pupils' pride in their work is reflected in the high quality displays in every part of the school.

Pupils' personal development is excellent and is a consequence of the excellent quality of care, support and guidance the school provides. It is a major contributory factor to the progress they make and to the development of their self-esteem. Pupils have a keen awareness of how to live a healthy lifestyle and how to keep safe. They play and work safely, showing respect and courtesy to others. They make an active contribution to the school through the care they take of the environment and the duties they assume, for example as school council members. When they move to junior school, they are very well prepared.

The school's many strengths are a result of the outstanding quality of leadership and management. The headteacher has consistently maintained an expectation of the very highest standards in all aspects of school life. This is shared by an excellent team of staff and governors. The environment is bright and welcoming and reflects the same high standards.

What the school should do to improve further

- provide more opportunities for pupils to assess themselves in literacy
- in a small minority of lessons, improve the balance between listening to the teacher and engaging in individual and group work.

Achievement and standards

Grade: 1

Standards are consistently high and pupils' achievement is outstanding. Results have improved consistently over the last few years, especially for the most able pupils. Pupils' high levels of achievement in history, physical education and science show the all-round nature of their accomplishments. Pupils of all abilities make outstanding progress, reaching or surpassing the demanding targets set by the school. This success is, in part, a consequence of the very precise way that learning is planned and taught and the high, but realistic, level of challenge presented to pupils. It is also a result of pupils' extremely positive attitudes to learning. Children enter Reception with levels of skills above those expected for their age and standards are well above average by the time they go into Year 1. They make particularly good progress in developing their personal and language skills and are very well prepared for further learning. By the end of Year 2, standards are exceptionally high. Pupils are proud of their work, so standards of presentation and handwriting are very high. Lower-attaining pupils and those with special needs make remarkable progress, because of the close identification of their needs and extremely well targeted support.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural awareness, is outstanding. Children in Reception learn to share and they develop their independence and social skills because of high expectations and very good support. By the time they begin Year 1, their personal skills are well above average. In Years 1 and 2, pupils rapidly grow in confidence, establishing very good relationships with each other. They are able to work well in groups and individually. Behaviour in and around the school is outstanding. On many occasions, pupils work effectively without close adult support. Pupils are given considerable responsibilities, for example as playground buddies, and they carry them out seriously. They enjoy school and learning, largely as a result of lively and exciting teaching. Whilst they are in school, pupils adopt healthy eating habits and take regular exercise. They make an excellent contribution to the school community, for example understanding the need to save scarce energy resources by switching off lights when they are not required. By the end of Year 2, their excellent basic skills and outstanding social skills prepare them extremely well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding and contributes to the excellent progress pupils make. In Reception, expectations are high. Excellent planning ensures that children enjoy a

good balance of teacher-directed activities and those they choose themselves, developing their independence. In Years 1 and 2, teaching is lively and exciting. Classrooms are stimulating places to work, so pupils enjoy learning. Lesson planning is of a high order and lessons have a very clear focus, which is effectively communicated to pupils. Work is challenging and meets the learning requirements of all pupils. Most lessons have a brisk pace. In a very few lessons, pupils spend too long listening to the teacher, with insufficient time being devoted to activities, so pupils lose their high level of concentration. In some literacy lessons, pupils do not have enough opportunities to consider how well they have performed and what they might do to improve performance.

Curriculum and other activities

Grade: 1

The outstanding curriculum provides all pupils with a high level of challenge, and a rich range of experiences. It promotes growing independence and is flexible enough to respond quickly and precisely to pupils' needs. It is enriched by a wide range of visits and visitors which extend pupils' learning and personal development. Information and communication technology is used well to support work in other subjects. Close attention is given to developing pupils' language and number skills in all lessons. The creative curriculum is developing very well. The curriculum for children in Reception is equally effective. There is excellent continuity of experience between Nursery and Reception and between Reception and Year 1. Opportunities for role-play are excellent, and very good use is made of the well appointed outdoor area. School provision is enhanced by breakfast and after-school clubs.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Staff provide excellent care for pupils, paying close attention to their health and safety. Robust procedures are in place to ensure they are protected well. Support and guidance for their academic and personal development are excellent and these make significant contributions to the outstanding progress they make. Children are given challenging targets to aim for in literacy, numeracy and personal development. Targets are meaningful to pupils who work hard to achieve them. For example, one pupil reported that she had to try to make her writing neater. There is excellent support for pupils with learning difficulties. Effective work programmes are in place and they receive very helpful support, with the result that they make excellent progress.

Leadership and management

Grade: 1

Excellent and exacting leadership by the headteacher, supported extremely well by staff and governors, have ensured that over recent years standards have been exceptionally high and pupils' achievement has been outstanding. The school has

overwhelming support from parents, who work in very close partnership with the school. The school's evaluation of its work is extremely accurate and rigorous. Planning for improvement is ambitious but realistic. Subject co-ordinators and governors perform their roles extremely well, sharing the same high expectations. Reception is very well led. Governors take an active part in monitoring and evaluating the work of the school and provide high levels of support and challenge. They adopt roles which are well suited to their individual strengths. Given the school's extremely strong track record, it has excellent capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Thank you for making us welcome at your school. We really enjoyed talking to you and finding out what you thought about your work and your school. You all said you really liked school, so you won't be surprised to hear that we think it is excellent. There are lots of extremely good things. Here are some of the most important:

- you make excellent progress, because you work very hard. You produce wonderful work, not just in writing, reading and mathematics, but in lots of different subjects
- your teachers make your work interesting and make sure you do as well as you can
- you behave really well in school and you are very sensible and responsible.
- you treat others with politeness and respect. You take good care of the school and try to save energy by switching the lights off when they aren't needed
- you really enjoy the exciting things the school plans for you to do, like going on trips
- you have a very good understanding of how to keep yourself safe and healthy
- the headteacher, staff and governors run the school extremely well. They expect a lot of you and you don't let them down
- your parents are right in thinking that the school is excellent. They work closely with the staff to help you in every way.

When you do your work in numeracy, you think about how well you are doing and mark it in your books. We have asked the school to let you do this more often in literacy as well. We have also asked for you to spend a little less time sitting on the carpet listening, and a bit more time in doing your own work.

We hope that you will continue to make the excellent progress you are making now and that you will carry on enjoying your learning as much, as you grow up.