

Henry Hinde Infant School

Inspection report

Unique Reference Number	125582
Local Authority	Warwickshire
Inspection number	315263
Inspection dates	20–21 November 2007
Reporting inspector	Eileen Chadwick

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 on roll	
School	154
Appropriate authority	The governing body
Chair	Lewis Hadley
Headteacher	Diana Ward
Date of previous school inspection	15 September 2003
School address	Grenville Close Bilton Rugby CV22 7JQ
Telephone number	01788 814848
Fax number	01788 814948

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is a bit smaller than most infant schools and serves a mixed area that includes the local community and further afield. Most children are from White British backgrounds. The proportion known to be eligible for free school meals is above average. The number of pupils with learning difficulties and/or disabilities, including those with statements of educational need, is above average. Pupils start school with a range of abilities but overall they are below the level expected, especially in communication and personal skills. The school has gained the Arts Mark Silver Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This school is outstanding. Pupil's academic achievement is exceptional and they have high quality opportunities to develop their creative, practical and sporting talents. They receive excellent levels of care, which is a major reason why their personal development is outstanding and why they behave well. Parents are delighted with their pupils's progress and as one wrote, ' Henry Hinde Infants is a wonderful school where my child has thrived and been well supported in all aspects of school life.'

Pupils are given a flying start in Reception and make excellent progress. This progress continues in Key Stage 1 and by the time they reach Year 2 their standards are above average in reading writing and science and very high in mathematics. This represents exceptional achievement because many pupils begin school with basic skills that are below expectations. Pupils with learning difficulties and/or disabilities are extremely well supported from the minute they set foot in the school and, by the time they leave, many have reached the nationally expected standards. More capable pupils also do very well and, by Year 2, the proportion reaching higher levels exceeds that found nationally.

The sustained and highly successful leadership of the headteacher is central to ensuring that the focus on accelerating progress is always a priority. Both senior leaders are highly effective and bring a wealth of expertise to the school. Governors play a strong part in challenging and supporting the school. Together, senior leaders, governors and all staff form a very effective team who go the extra mile to make sure all pupils, whatever their starting point, are given the best possible start to their education.

The school's arrangements for self-evaluation are exceptionally strong. Teachers' skills are evaluated rigorously and they are given regular professional training to develop their general teaching abilities and subject expertise. Robust checks on pupil's progress pinpoint how well different groups are learning. These systems, with their rigorous focus on teaching, learning, assessment and target setting, have ensured that teaching and learning are outstanding in both Reception and Key Stage 1. This has led to standards rising to their current levels. However, in a few lessons when the whole class is gathered together there are not enough opportunities for pupils to extend their speaking and explain their thinking.

The excellent curriculum is vibrant and very well suited to the pupil's interests and needs. It is a major reason why they love school so much. As well as the focus on literacy and numeracy, there is strong provision in information and communication technology (ICT), the creative arts and sport. Pupil's great enjoyment of school is reflected in their good attendance. They are very proud of their school and make an excellent contribution to the community in their care for others and by helping others. Pupils know how to stay safe and healthy. Partnerships with other schools and outside agencies are excellent and help to promote their well-being and achievement. Issues from the last inspection have been tackled very effectively and the school's record shows it has an excellent capacity to improve.

Effectiveness of the Foundation Stage

Grade: 1

The leadership of the Foundation Stage is outstanding and the excellent standards of care and safety help children to feel happy and secure. Children arrive with skills that are below expectations, especially in communication, language and literacy. A significant minority also

have limited personal skills. All make fantastic progress and, by the time they leave, most have reached the standards expected for their age including in literacy and numeracy. However, despite their exceptional progress, boys are often still a little below average in writing, reflecting their weaker language skills on entry.

Children's achievement is excellent because there is consistently high quality provision across Reception classes in all areas of learning. Excellent lesson planning and the very strong emphasis on developing speaking and personal skills gives children the right start. Teachers match learning activities superbly well to the needs of all children. Robust checks are made on children's progress and assessment information is used meticulously to ensure that work builds on previous learning. The teaching of basic skills is rigorous with a strong emphasis on phonics. There are excellent opportunities, both indoors and outdoors, for children to learn through purposeful play. Role-play areas are of a high quality and adults intervene most effectively to promote children's learning.

What the school should do to improve further

- Make sure pupils are given consistent opportunities to extend their speaking skills and explain their thinking when they are taught together as a class.

Achievement and standards

Grade: 1

Pupils' achievement is excellent. Their attainment on entry is below average and, by Year 2, they reach above average standards in reading, writing and science and exceptionally high standards in mathematics.

Children make exceptional progress in all areas in Reception and standards mainly meet expectations on entry to Year 1, including in speaking, listening, reading, writing and mathematics. However, standards of writing for boys are still a little below expectations despite the rapid progress they make. This stems from a significant minority of boys entering school with particularly weak communication skills.

Boys and girls of all abilities make excellent progress in Years 1 and 2. Standards in national assessments in Year 2 have risen over the past few years and have been significantly above average for the last three. Standards in 2007 were exceptionally high in reading and mathematics. They are not quite as high for the current Year 2 because a larger proportion of children have learning difficulties. Children of all abilities do extremely well. Consistently high quality teaching and 'catch up' programmes for any who lag behind make sure pupils, whatever their starting points, make excellent progress. More capable pupils are identified early and make rapid progress because of the support they are given.

Personal development and well-being

Grade: 1

Pupils take great pleasure in all aspects of school life and flourish in the school's strong family atmosphere. Relationships at all levels are excellent and pupils feel valued and know that adults have their best interests at heart. They usually concentrate very well although, despite the strong support provided, a few occasionally find this difficult. Pupil's enjoyment of school is greatly appreciated by parents and, as one commented, 'My daughter loves it here. She has lots of friends and misses school during holidays.'

Pupil's spiritual, moral, social and cultural development is outstanding. They respect the feelings of others and have a very well developed sense of fair play. They contribute very well to their community as members of the school council, as friends for those who need extra support at breaktimes and in recycling waste. They are keen fund raisers for many good causes and Year 1 pupils have publicised, organised and run toy sales, donating the proceeds to local playgroups. Right from the start in Reception, children learn to use their initiative, solve problems and make decisions. Pupils participate enthusiastically in a wide range of physical activities and have a very good understanding of the importance of healthy eating. Their excellent personal development and academic progress ensure they are very thoroughly prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 1

Teachers' enthusiasm and professionalism shine through. Children in Reception learn exceptionally well because teachers provide an excellent balance between direct teaching and allowing children to explore and work independently. Throughout the school, teachers' planning is meticulous and they are very well informed about the subjects they teach. Teachers know exactly what they expect pupils to learn and their explanations are clear so that pupils are confident about tackling their work. Assessment procedures are first-rate and result in work that is very well matched to all learning needs. Teachers bring learning alive by using high quality practical resources and have the knack of making learning interesting. Teachers usually know just when to intervene with well judged advice and when to let pupils work things out for themselves. The teaching of the key skills of literacy and numeracy is outstanding. However, occasionally, during whole class discussions opportunities are missed to encourage pupils to extend their speaking skills and explain their thinking. Across the school, teaching assistants are very well briefed, provide skilful support and make a valuable contribution to learning.

Curriculum and other activities

Grade: 1

In Reception, teachers plan a wide range of high quality learning activities indoors and outside. Throughout, the school provides excellent opportunities for pupils to develop their speaking, literacy and numeracy skills in the context of a broad and rich curriculum. It provides a firm foundation for pupils to learn basic skills and to experiment and create. There are some excellent learning opportunities in art and design and sport. Additionally, the school has a wide range of well attended activities outside normal hours. These encourage pupils to be active and healthy, take an interest in caring for their environment and to become interested in sport and music. The well organised provision for pupils with learning difficulties and/or disabilities, including effective support by teaching assistants, enables them to achieve extremely well. Art supports pupil's learning in many areas, for example in literacy, science and design and technology. Their ICT skills develop well and there is very effective use of ICT to support learning in literacy, numeracy and science.

Care, guidance and support

Grade: 1

Pupils benefit from excellent care, support and guidance and this helps them to thrive. Parents are justifiably confident that their children are well looked after at school. 'I could not wish for better care for my children,' commented one parent. Any vulnerable pupils are very well supported and there are excellent links with outside agencies to ensure they are given every opportunity to succeed. There are excellent arrangements for making sure children settle into Reception and for easing their transfer to the junior school. Child protection, health and safety measures are robust. Academic assessment is very thorough with consistent systems for tracking children's attainment across Reception to Year 2. Target setting is well established. Pupils are clear about their targets and are helped to evaluate their progress towards them. In addition, teachers provide well judged guidance through marking. All these factors help to promote pupil's excellent progress.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher gives the school excellent educational direction. Over her seven years as leader she has earned the respect of teachers, parents and pupils. She has gathered, motivated and developed a team which shares her vision and sense of purpose. The deputy headteacher provides excellent support and there is shared commitment from senior leaders, staff and governors to continue the school's improvement. There is no complacency. The headteacher has successfully sought to give staff opportunity to monitor and manage their areas of responsibility and strong management structures enable staff to take responsibilities for subjects and key aspects across the school. Staff feel trusted and welcome the responsibility they are given. Morale is high. The school's rigorous self-evaluation systems enable it to have an excellent understanding of its strengths and areas for improvement. The process of target setting is very effective with the school regularly adjusting pupil's targets to make sure they are demanding.

Governors are fully involved in monitoring and evaluating the work of the school. They are particularly knowledgeable and give excellent support. Finances are very well managed. There has been a significant investment in new technology and outdoor learning areas. Pupils appreciate these improvements and show this by respecting the resources, premises and grounds.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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

21 November 2007

Dear Pupils

Inspection of Henry Hinde Infant School, CV22 7JQ I am writing to say thank you for making us so welcome and for talking to us when we visited your school. Now I want to tell you what we found out about your school.

We think your school is a really good school so we have said it is outstanding. Here are some brilliant things about your school.

- Your headteacher leads you all very well indeed and your teachers and the school governors are always working hard to make the school even better.
- You make excellent progress in reading, writing, mathematics and science.
- Those of you in Reception get off to a fantastic start.
- You have some really good chances to use computers and to do lots of art and sport.
- Your school is a happy one because you are very helpful and behave well.
- You take good care with your work, your school books and your equipment.
- Teachers look after you all extremely well and really help you with your learning.

This is what we are asking the school to change.

- Make sure teachers give you more chances to talk about your ideas when the whole class comes together.

I hope you will continue to enjoy school and try hard in all you do so your work gets better and better.

Best wishes

Eileen Chadwick Lead inspector