

# Yeading Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	102404
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	323637
<b>Inspection dates</b>	22–23 October 2008
<b>Reporting inspector</b>	John Horwood

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	392
Government funded early education provision for children aged 3 to the end of the EYFS	161
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Ferriggi
<b>Headteacher</b>	Mrs R K Ahluwaila
<b>Date of previous school inspection</b>	26 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Carlyon Road Yeading Lane Hayes UB4 0NR
<b>Telephone number</b>	020 8573 3389
<b>Fax number</b>	020 8573 4912

---

<b>Age group</b>	3–7
<b>Inspection dates</b>	22–23 October 2008
<b>Inspection number</b>	323637

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 three Additional Inspectors.

## Description of the school

This is a large school in a residential area of Hillingdon. There are currently 119 children in the Nursery. Children can start in the Early Years Foundation Stage (EYFS) in September or January and, at the time of the inspection, there were two Reception classes. Most pupils come from ethnic minority backgrounds, the largest identified groups being Indian and Pakistani. A large majority of pupils have English as an additional language. The number of pupils eligible for free school meals is much higher than the national average. The number with learning difficulties and/or disabilities, the majority of whom have emotional or social difficulties, is lower than average. The school has attained a number of awards including Healthy School Status, Silver Artsmark, Activemark for physical education, Investors in People Standard and two School Achievement Awards in the past five years. There have been a significant number of changes to the leadership team since the last inspection.

## 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. The new leadership team has ensured that the school now has a number of outstanding features. The overwhelming majority of parents are pleased with the education their children are receiving. As one commented, 'A very good start for my children who are given confidence and support.' There is excellent care and pastoral guidance provided for pupils and their families, ensuring that pupils feel safe and enjoy everything the school has to offer. One parent commented 'The school is excellent, it is friendly, colourful and stimulating to the children.' Pupils have positive attitudes to learning and their behaviour is outstanding. They enjoy very much everything the school offers, as a result of an outstanding curriculum that makes lessons interesting. Consequently, most pupils have good attendance. The rate has risen because of strong action by the school, and is currently close to the national average. However, a small number of parents do not support regular attendance, for example by extending family holidays into term time.

Children enter the Nursery with standards that are below expected levels but make good progress to leave Year 2 with standards close to the national average. Past variations in performance of groups of pupils have been eliminated and all now make good progress. Pupils with learning difficulties make good progress because of good planning and the support of teaching assistants. Teaching is good with work well matched to pupils' abilities ensuring that they find the work sufficiently challenging and make good progress. New systems for marking are in place to support the improved assessment systems. Currently, however, the quality of marking is variable and sufficient guidance on how to get to the next stage of learning is not always given to pupils.

The curriculum in the EYFS is stimulating and ensures the children make a good start to school life. Across the school the curriculum is outstanding and provides pupils with an extensive range of enrichment activities which develop their skills and interests. Many of these, such as growing vegetables and yoga, are unusual in an infant school but make a good contribution to the pupils' preparation for future life. The sporting activities and involvement in 'eco' activities contribute to pupils' outstanding awareness of the importance of healthy lifestyles.

Good leadership and management have resulted in the support and commitment of a staff team who work extremely well together in a school where relationships are outstanding. The headteacher has drawn very effectively on the expertise of her senior management team, the governing body and the local authority to ensure systems are in place to raise standards. The contribution to community cohesion is outstanding. The school is a focal point within a multi cultural environment where pupils also make an outstanding contribution to the community including activities such as charity fund raising. There are strong links to the wider community through working with organisations who sponsor exciting opportunities for pupils and with a wide range of visitors from many faiths and backgrounds.

The issues from the last inspection have been addressed successfully and the school is demonstrating a good capacity to improve still further, as shown by the outstanding personal development of pupils and the improving standards.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children come into the Nursery with levels below that expected for their age and well below in their ability to link sounds to letters and calculations. They make good progress because of good teaching. Personal development is outstanding because staff place a high emphasis on personal, social and emotional development. Children are able to access fruit and water by themselves and the warm, caring approach shown by adults leads to children responding confidently and engaging happily in learning. The indoor and outdoor environment is well organised and key workers establish strong relationships with parents and children. As a result, children enjoy learning in a safe and secure learning environment. The well-linked areas of learning, good resources supported by good modelling of activities by adults and focused questions result in good learning and development. The EYFS leaders have a clear vision for raising achievement and have already established aspects such as the key worker system. Other areas such as the introduction of home visits are strengthening links with parents and newly developed tracking systems are helping ensure that the appropriate activities are provided. There are some missed opportunities to challenge the gifted and talented children and as a result, they do not make as much progress as they are capable of. The team works together cohesively with determination to continually improve practice.

### What the school should do to improve further

- Ensure that pupils are given clear and consistent guidance on how they should improve.
- In the EYFS use all the opportunities that arise to help the gifted and talented children make even more progress.
- Work with parents to improve attendance.

## Achievement and standards

### Grade: 2

By the end of year 2, standards are broadly average in reading, writing and mathematics. This represents an improvement since 2007, particularly in writing, which has been a focus of the school. Progress is good throughout the school with assessment data well used to ensure that all pupils make good progress in both Year 1 and Year 2. All groups of pupils, including more able pupils, make similar progress. This is shown by a significant increase in the higher grades in all subjects in the provisional 2008 results. Those with learning difficulties make good progress because of the support they are given. Pupils with English as an additional language are well supported, usually by an adult who can speak their home language, and so make the same progress as others.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They are proud of their own cultural traditions but show respect for the different faiths and traditions. Pupils understand the differences between right and wrong and show a willingness to take on responsibility and help others. Within this harmonious multi-cultural society, pupils' behaviour and attitudes are outstanding. Pupils say they enjoy very much being at the school, where the absence of bullying means they feel safe. Relationships throughout the school are outstanding. Pupils make an outstanding contribution to the school, for example through the school council, and to the

wider community through such areas as charity fund raising and working with visitors from the community. Pupils talk excitedly about how they benefit from a wide range of opportunities to prepare them for their economic well-being. They especially like growing their own vegetables, which are used in the canteen, and organising their own 'bring and buy' sale. These activities contribute to the outstanding enjoyment of pupils that is seen throughout the school and promotes the good attendance of most pupils. Attendance has improved since the last inspection as a result of the school's strong actions. However, in spite of the school's efforts, a small number of families do not support their children's regular attendance and this is reflected in these pupils attaining lower standards.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The staff's enthusiasm and positive approach result in eager pupils who are keen to learn. The good subject knowledge and the focus on sharing clear learning intentions with the pupils' results in them being able to achieve well and see how well they are doing. The school is aware of pupils' needs and adapts the curriculum and teaching strategies and styles to increase challenge and give them the opportunity to reach higher standards. Successful approaches to improving writing and adapting lessons to motivate boys have resulted in increased achievement. Lessons are interesting, challenging and incorporate many opportunities for pupils to take an active part, which involve pupils in developing their speaking and listening skills and contributes to their high levels of enjoyment. The good emphasis on thinking skills and linking learning together through a topic approach has helped pupils of all abilities. This is evident in pupils' work including that of those with learning difficulties and/or disabilities and those who are acquiring English.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is broad balanced, creative, and exciting with a focus on the 'whole child'. A topic-based approach is used which culminates in whole school theme days. These days include cross-curricular and extra-curricular activities to link learning across the themes. The displays around the school illustrate the stimulating impact of the creative and challenging curriculum. A wide range of visits, for example to the Tate Gallery, Ruislip Lido and local places of worship, broaden pupils' learning and understanding. Assemblies celebrate a whole range of cultural festivals teaching children to value each other's cultures and beliefs. Excellent enrichment activities include a cooking club, which is developing a cookery book, martial arts, explorers' club and yoga. Pupils say they enjoy clubs and they help their learning. Good personal development is a central thread to curriculum innovation. Active learning with opportunities to be independent and creative are seized upon by children and strengthen their self-esteem and confidence. The exciting curriculum makes an outstanding contribution to pupils' enjoyment. As one pupil said, 'I like school because of the fun and the learning'.

### **Care, guidance and support**

#### **Grade: 2**

The pastoral care of pupils is strong. The school has established strong links with external agencies to help ensure pupils are cared for and supported well. Child protection procedures

are securely in place. There is a high emphasis placed on personal development. This is evident in initiatives such as the Philosophy for Children lessons and in group 'circle time' speaking and listening activities. As a result, pupils relate very well to each other. There are excellent systems for managing behaviour and monitoring attendance. Progress tracking systems are in place and these are used effectively in planning to ensure pupils achieve well. As part of a clear vision for improvement, the newly formed 'Inclusion team' has introduced special tracking systems for pupils with learning difficulties and/or disabilities as well as those pupils who are acquiring English. These are at early stages of development and it is too soon to judge impact. Marking is generally good but does not always identify next steps for improvement or follow-up on some comments. As a result, pupils do not always achieve as much as they can. A new system of target setting has recently been introduced and, although pupils know their targets, the full impact of the system is not yet evident.

## **Leadership and management**

### **Grade: 2**

The senior leadership team has a clear vision for the further improvement of the school and this is shared by staff and governors. They have introduced systems of sharing aspects of leadership amongst staff and managing their performance, which are being extended to all staff. Systems for monitoring the impact of the school's work are rigorous. The tracking of pupils' progress at the whole school level ensures that the senior management team effectively identify underachievement and set realistic targets for improvement. Governors are very active in understanding and supporting the school and ensuring the school moves securely forwards. Much progress has been made during the last three years including establishing a stable workforce, improving pupils' attendance and their personal development. There has been an outstanding contribution to community cohesion by, for example, working successfully with groups of parents who have been hard to approach. All groups of parents are involved in school activities and this helps broaden pupils' understanding of different faiths and cultures. Standards have risen but there has been insufficient time to see the full effect of the actions taken.

**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](http://www.ofsted.gov.uk).**

## Annex A

## 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?	2
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 November 2008

Dear Pupils

Inspection of Yeading Infant and Nursery School, Hayes, UB4 0NR

Thank you for welcoming us to your school. It was really kind of you to work so hard on the letters and cards of welcome that you had made for us. We enjoyed talking to you, looking at your work and seeing how much your school is improving. We were impressed by your behaviour and how polite and courteous you were to visitors.

Your school is providing you with a good education. You are all achieving well and the standard of your work is improving. These are some of the good things about your school.

- The staff care about you and look after you extremely well.
- Relationships throughout the school are outstanding.
- You behave very well and have developed very good social skills.
- Your headteacher, the staff and the governors have worked very hard to improve your school. They have worked hard with your families and with the local community to increase your opportunities for learning.
- There is an outstanding curriculum which is supported by an excellent range of clubs and after school activities.
- Teaching and learning are good and you make good progress.

You can help the teachers by always working hard and asking them to help you when you need it. We have asked the headteacher to make sure that you all benefit from helpful marking of your work, which tells you what to do to get even better. We have asked her to ensure that in the Nursery and Reception opportunities to help the more able pupils to improve are always taken. Although most of you have good attendance records, we have also asked the school to work with the parents who do not always encourage their children to come to school to do so. You can help by encouraging these pupils to attend as well as you do.

We wish you all the best in the future.

Yours sincerely

John Horwood

Lead Inspector