

# Hounslow Heath Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	102490
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	355204
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	Sarah McDermott

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

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<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 of pupils on the school roll</b>	436
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Harjit Ram
<b>Headteacher</b>	Ms Kathryn Harper-Quinn
<b>Date of previous school inspection</b>	25 September 2007
<b>School address</b>	Martindale Road Hounslow TW4 7HE
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## Introduction

This inspection was carried out by four additional inspectors. The team observed 12 teachers teaching 18 lessons. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed pupil, staff and 112 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following areas.

- Whether all groups of pupils are making equally good progress, in particular the White British pupils.
- The extent to which attendance has improved.
- The extent to which the quality of teaching matches the needs of different groups of pupils.
- The degree of rigour exercised by leaders and managers in their evaluation of the quality of provision and outcomes.

## Information about the school

Hounslow Heath Infant and Nursery is situated close to Heathrow Airport and is larger than similar schools offering this form of provision. The proportion of pupils known to be eligible for free school meals is above average. A very large majority of pupils are from minority ethnic groups, predominantly Indian and Pakistani. Most pupils speak English as an additional language and a significant number are at the early stages of learning English. The school has a centre for children with physical disabilities, which currently has nine pupils on roll. Otherwise, the proportion of pupils with special educational needs and/or disabilities (mainly due to communication difficulties) is average. The school holds the Healthy Schools award.

A separate after-school club, using the school site, is not managed by the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hounslow Infant and Nursery is a good school where pupils from diverse ethnic backgrounds and with many different languages are welcomed unreservedly into school life. Parents and carers are particularly appreciative of how the school looks after and educates their children in a warm and caring environment. One mother commented, 'My daughter loves school so much she can't wait to go every morning!' Since the previous inspection, the rate of attendance has significantly improved and is now close to the national average. Children arrive in the Nursery class with skills well below expectations for their age, particularly in language and communication. All pupils, including those of White British or any other White background, make good progress throughout their time in school and leave at the end of Year 2 with average attainment in reading, writing and mathematics. Pupils who speak English as an additional language make rapid progress in picking up the basics of the language because of the very careful attention to clarity, repetition and new vocabulary. The innovative and very successful strategy of introducing non-English speaking pupils to an activity in advance of their classmates means they are not hampered by gaps in their comprehension and can make the most of learning when in class.

An outstanding curriculum helps pupils make especially good progress in their personal development. Pupils are very clear about the benefits of healthy eating and plenty of exercise. Pupils jump at the chance to help around the school; they get on extremely well with each other and have a great appreciation of each other's differences, whether language, race or physical disability. The building of the Adobe Home in the playground is not only enthralling the pupils but is also being used particularly well to link learning across many areas of the curriculum. The quality of teaching is good. Teachers use assessment data very well to ensure pupils have exercises that are at just the right level for them. However, sometimes learning wanes when teachers stay on one activity for too long, meaning pupils start to fidget and go off task. Most teachers mark work very regularly with encouraging comments and 'smiley faces', but they do not always check that the pupils have followed up their suggestions to improve their work.

Pupils, parents, carers and staff justifiably have great praise for the headteacher, who has a fervent belief in each pupil's talents and abilities. One parent remarked, 'The headteacher is full of motivation and energy and gets things done.' The governing body holds regular, well-recorded meetings and meet all statutory requirements. However, they are not yet wholly confident in knowing what the school does well and what needs improving in order to challenge robustly when needed. Senior leaders are strong in their own particular specialisms or management roles. They play an increasing role in strategic leadership, which, together with good and improving outcomes, contributes to the school's good capacity to sustain improvement. However, senior leaders do not spend sufficient

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time observing learning at first-hand in the classroom to enable them to pinpoint how the quality of teaching can be improved further.

## What does the school need to do to improve further?

- Improve the consistency of good quality teaching and learning by:
  - moving more lessons along at a brisk pace to keep learning lively and engaged
  - encouraging pupils to follow up the suggestions given in marking on how to improve their work
  - increasing the regularity with which senior leaders observe lessons.
- Improve the effectiveness of the governing body in contributing more to the school's strategic direction through clearer understanding of the school's strengths and development areas.

## Outcomes for individuals and groups of pupils

2

Pupils love coming to school. This is borne out by their enthusiasm on arrival at the school gates and their much improved rate of attendance. A great many pupils walk to school, actively participate in physical education or clubs and are extremely well versed in what makes a healthy lifestyle. They feel safe and quickly grow in confidence by turning to school adults if they are worried. Most pupils behave very well but on occasion, pupils fidget, wriggle or lose concentration when teaching does not hold their attention sufficiently. Pupils are very proud to take on jobs around the school, including serving the salad at lunchtime or taking on eco-monitor duties. They have an impressively well-developed sense of community, helping each other in school and contributing positively to local Hounslow events.

Pupils make good progress from their starting points. In 2009, pupils left school in Year 2 with average results in their national tests; the school's data indicate that provisional results in 2010 were similar, with writing results a little higher. Pupils with special educational needs, including those with physical disabilities, and pupils who speak English as an additional language make similarly good progress. Pupils learn well because they quickly pick up the expected routines, get down to work promptly and are enthusiastic to find out more. Most pupils are keen to offer ideas and answer questions, although a few of the quieter ones need encouragement. They are learning to work well in pairs or groups and make the most of sparking ideas off each other. This was particularly evident in an outstanding English lesson in the language support room when pupils who did not speak the same home language were organised into pairs and discussed making jam sandwiches to improve their English. An increasing number of pupils are taking more of a lead in their learning by using the prompts and word lists around the classroom.

Spiritual, moral, social and cultural development is outstanding. During two excellent assemblies seen during the inspection, spirituality shone through as pupils participated respectfully in prayers and empathised with victims of floods and earthquakes. Pupils' expected skills in letters and numbers, their growing awareness of regular attendance and well developed community spirit mean they are well prepared for moving up to junior school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The excellent care, guidance and support for pupils are providing a solid bedrock for good learning and progress. The settling procedures for new pupils and the transition between year groups operate very smoothly. Very strong outside links mean that vulnerable pupils receive specialised support, whether for social problems or particular disabilities, to remove barriers to learning. Teachers have routine systems to chart the progress of each of their pupils and are quick to notice if a pupil is falling behind. Through extra academic support or working with the family to settle any home concerns, these pupils are quickly put back on track.

Teachers make a priority of developing strong relationships so pupils look forward to seeing them each day and are at ease in their learning. They are all clear about what they want the pupils to learn by the end of the lesson. Most lessons move along at a good pace, with an interesting variety of activities and resources. On occasions, pupils spend too long sitting on the carpet and learning slows. Work is well planned to suit the needs of different abilities. Marking is encouraging and positive. However, teachers are not routinely checking that pupils complete the suggestions given to correct their work and embed their learning.

The school puts a very successful emphasis on providing interesting activities and visits that really capture pupils' imagination and bring a zest to their learning. Exciting outings and varied visitors celebrate the pupils' own cultures and religions and introduce them to

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the customs and heritage of the United Kingdom – experiences which many would not otherwise have. Themes and topics allow pupils to improve their literacy and numeracy skills while learning about different places, the concept of time or simple scientific processes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is a dynamic leader who is very proud of her school and strives to do the best for all the children. She works particularly well with parents and carers, ensuring they are kept very well informed about school events and how their children are progressing. For example, as a result of a clear message to parents and carers, there has been a significant improvement in attendance. Other senior leaders complement the headteacher well; they are providing effective support and growing rapidly in their roles as strategic leaders. Subject leaders are enthusiastic and have a clear grasp of how pupils are progressing because of the effective and accessible tracking systems. The governing body makes a sound and distinctive contribution to the school. They provide effective links with the local community, but have yet to exercise fully their strategic function.

The school not only has excellent links with outside agencies to bring in extra expertise but also provides valuable professional support and advice to other schools. The headteacher has a high profile in leading local educational committees and forums. Safeguarding meets all legal requirements and potential risks are carefully assessed and addressed, especially for pupils with physical disabilities. The promotion of equal opportunities is good and results in all pupils making equally good progress in their learning. The school goes out of its way to ensure that no pupil is discriminated against or misses out on any activity they want to participate in. The school takes great pride in its wealth of religions and cultures and keeps a close eye on the needs of different groups. The school's outstanding contribution to the promotion of community cohesion is evident in its truly unified community of mutually supportive pupils and staff, with excellent links with families and other local groups. For young pupils, their knowledge and understanding of local, national and global affairs is impressive.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children arrive in the Nursery class with very little or no grasp of English, yet they get off to flying start because the welcoming staff make the children, parents and carers feel very much at ease. Care, guidance and support are of a very high standard. Bilingual staff often use home languages to help children adjust from home to school life. Children make good progress in all areas of learning and especially in personal development.

Behaviour is invariably good and in the Nursery is often exemplary. A few children are very quiet; already staff are thinking of ways to draw them out and increase their independence. Activities are closely planned around the needs of the children, with a particular emphasis on increasing children's skills in speaking and listening. Fruit breaks offer a delightful time for children to enjoy their apples and pears, while learning to chat and interact with adults and fellow classmates. However, adults do not always stretch the more able children with more challenging questions.

In both the Nursery and Reception classes, a diverse range of interesting resources are used to stimulate interest and boost learning. However, the outside area is not always managed effectively to ensure children have the chance to gain independence through 'free-flow' learning with the opportunity for staff to make meaningful assessments. Elsewhere assessment is very rigorous, ensuring all children are given the level of personal attention to make good progress. The new Early Years Foundation Stage leader has moved seamlessly into her new position. She has a clear vision on what needs developing and is already starting to address action points to secure further improvement.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. They nearly all agree that their children enjoy school and that they are happy with all the school does for their children. A few parents and carers expressed concerns that they do not receive enough information on how their children are progressing or how they can help them with learning at home. The inspectors judge that the school provides a wealth of information to parents and carers through newsletters and information sheets as well as one-to-one meetings and curriculum evenings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hounslow Heath Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	65	37	33	1	1	0	0
The school keeps my child safe	65	58	45	40	1	1	0	0
My school informs me about my child's progress	53	47	51	46	7	6	0	0
My child is making enough progress at this school	42	38	60	54	7	6	1	1
The teaching is good at this school	55	49	53	47	1	1	0	0
The school helps me to support my child's learning	53	47	50	45	7	6	0	0
The school helps my child to have a healthy lifestyle	49	44	52	46	6	5	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	33	54	48	4	4	1	1
The school meets my child's particular needs	43	38	61	54	3	3	1	1
The school deals effectively with unacceptable behaviour	35	31	64	57	4	4	2	2
The school takes account of my suggestions and concerns	39	35	58	52	4	4	2	2
The school is led and managed effectively	41	37	61	54	4	4	0	0
Overall, I am happy with my child's experience at this school	57	51	49	44	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29th September 2010

Dear Pupils

**Inspection of Hounslow Heath Infant and Nursery School, Hounslow, TW4 7HE**

Thank you very much for welcoming us to your school. We particularly like the way pupils from many different religions and a wide range of backgrounds get on so well together. Most of you behave very well. We are impressed with the way you eat healthily and your excellent contribution to your community. We saw some of you helping to serve out the salad at lunch. Well done in improving your attendance.

You make good progress in reading, writing and mathematics. Teaching is nearly always good because lessons are well organised, teachers make sure you know what you should learn and they give you work that is not too easy, not too hard, but just right. You have very exciting activities arranged for you. I know you are all really looking forward to being able to play in the Adobe Home. Your headteacher and the team of senior teachers lead the school well and they know what needs improving.

To make your education better, I have asked your school to do the following:

- make sure lessons are good most of the time with lots of pace
- encourage you to follow up the points made when your work is marked to help you to improve further
- make sure the governors are kept well informed on how the school is progressing so they can help it to become even better.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at Hounslow Heath Infants and Nursery School.

Yours sincerely

Sarah McDermott

Lead inspector

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