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6 December 2018

Ms Kathryn Harper-Quinn
Hounslow Heath Infant and Nursery School
Martindale Road
Hounslow
TW4 7HE

Dear Ms Harper-Quinn

No formal designation inspection of Hounslow Heath Infant and Nursery School

Following my visit to your school on 20 and 21 November 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the outcomes for pupils at the school.

Evidence

We scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We met with you and other senior leaders, groups of pupils, parents and carers, governors (including the chair of the governing body), a representative of the local authority and an external adviser.

We scrutinised the local authority's recent evaluation of the school, written records of governing body meetings and attendance records. We carried out a range of activities, including listening to pupils read, reviewing pupils' work and visiting classes with members of the senior leadership team. We reviewed records showing pupils' progress and the school's development planning. We considered responses to Ofsted's Parent View survey.

Context

You have 678 pupils on roll. Pupils come to the school from a wide range of minority ethnic groups and a high proportion speak English as an additional language. The proportion eligible for free school meals is below the national average. The proportion with special educational needs and/or disabilities (SEND) is also below average. The school has two specially resourced provisions for pupils with SEND: one for pupils with physical disabilities and another for pupils with moderate learning difficulties. A high proportion of pupils join the school in Years 1 and 2.

You and your senior leaders demonstrate strong and effective leadership. Leaders have clear roles and responsibilities. They carry them out efficiently. You use funding wisely and this has a positive impact on teaching and learning. As a result, attainment in your school has been rising over the last three years. The school's innovative curriculum ensures that your pupils gain a breadth of knowledge, vocabulary and experience. For example, pupils have carried out research and learned about the life and work of the artist Van Gogh.

By the time pupils leave at the end of Year 2, their attainment is close to the national average. This represents very strong progress from low starting points. You identify and subsequently provide the right support for each pupil, as needed. We saw the substantial progress pupils make when we looked at the school's assessment information and pupils' work. For example, pupils include interesting vocabulary in their writing and use punctuation well. Pupils' sensible behaviour and willingness to learn support them well in making strong progress.

You monitor the work of the school well and have an accurate understanding of the school's strengths. You and senior leaders take swift and effective action to make sure that all pupils are suitably challenged.

Results in the phonics screening check at the end of Year 1 show that pupils' progress is strengthening and attainment is rising. Pupils, including those with SEND, are supported well. Pupils make use of helpful resources that remind them about the sounds that letters make.

In Nursery and Reception classes, you have implemented a carefully thought-through curriculum, in the indoor and outside spaces. You prioritise speaking and listening. Consequently, children gain confidence and are keen to try out newly learned vocabulary. You assess children's learning rigorously and use the information to plan new activities. This year, you have increased opportunities for children to learn to write, so that they build their confidence. This is in order to strengthen children's writing, so that it matches their mathematical learning.

Parents are very pleased with the information they receive about the curriculum and the work of the school. They typically make positive comments about the

atmosphere and ethos of the school. You make good use of different approaches to promote good attendance, such as the 'teddy bear attendance chart'. Despite your efforts, the proportion of pupils who are persistently absent is above the national average.

There is a very strong culture of safeguarding at the school. Parents are pleased that their children feel safe and are kept safe. You and leaders, including governors, ensure that safeguarding and child protection arrangements keep pupils safe. Staff are checked for their suitability to work with pupils and keep up-to-date with relevant training. Pupils talk confidently about safety matters such as road safety and stranger danger.

External support

The school participated in a schools-led peer review of the school in November 2018. This has been useful for the school to build on its successes and to check that pupils are making strong progress.

Priorities for further improvement

- Improve attendance by working with families that do not bring their children to school regularly.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hounslow. This letter will be published on the Ofsted website.

Yours sincerely

Alison Cartlidge
Ofsted Inspector