

Hounslow Heath Infant and Nursery School

Martindale Road, Hounslow, Middlesex, TW4 7HE

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Hounslow Heath Infant and Nursery is a unique and innovative school serving a rapidly expanding community highly effectively.
- The visionary headteacher, supported by a highly committed senior leadership team and staff, is making constant improvements to the quality of teaching and learning whilst developing the site to accommodate more families.
- Governors, enthusiastically led by the Chair of the Governing Body, know the school well and provide a good level of challenge and support to the senior team. They have taken a leading role in developing the partnership with parents and through the introduction of a new home-school learning approach.
- Teachers share the headteacher's ambitious vision for the school and there is a high degree of consistency. Warm and professional relationships contribute to exceptional attitudes to learning. Teachers make lessons active and fun. Pupils love coming to school and are always enthusiastic and ready to learn.
- Behaviour around the school and in lessons is excellent because the rules are few and readily understood.
- The outdoor learning environment is stimulating, thought provoking and enthralling. It has been designed to provide a safe and stimulating area for play and exploration. Specially designed structures provide quiet spaces and endless possibilities for learning.
- Children achieve exceptionally well and make outstanding progress from their individual starting points. By the end of Year 2, most pupils are close to the national average in reading, writing and mathematics.
- The school has maintained these high levels of achievement, while successfully accommodating a large influx of families in recent years; many who have come directly from other countries and have little or no English on arrival.
- All groups of pupils, including disabled pupils and those who have special educational needs and disadvantaged pupils supported through the pupil premium, make excellent progress.
- Pupils who speak English as an additional language also make outstanding progress as a result of the innovative and effective teaching. The school has adopted inventive ways to ensure that these pupils can begin to take full advantage of the many learning opportunities it provides.
- Pupils feel safe at school. Not only are they exceptionally well looked after, they are actively encouraged to take responsibility for themselves and each other. As a result, they have a highly developed sense of personal safety.
- Children in the early years make excellent progress and benefit greatly from a stimulating environment and outstanding care and support from the staff.

Information about this inspection

- Inspectors observed the learning of pupils in every class. This included a number of small group sessions and assemblies. In many of these observations, inspectors were accompanied by members of the senior leadership team.
- Inspectors checked on pupils' work in lessons, in books and on display around the school. They also spoke to pupils, both formally and informally, about their views of school and listened to some reading.
- Discussions were held with a range of school leaders, including the headteacher, deputies and those responsible for specific areas.
- Inspectors met with governors, including the Chair of the Governing Body, and a representative of the local authority.
- Inspectors made a careful check on a range of school documentation, including the school's own view of its performance, plans for improvement and records of the progress of pupils.
- Inspectors considered the views of parents through checking the results from the school's own surveys of parental opinion and the 80 responses to Parent View, the online survey. Inspectors also spoke with parents during the inspection.
- Inspectors took account of the views of staff expressed in the 65 responses to the voluntary survey.

Inspection team

John Sweet, Lead inspector	Additional Inspector
Nourredin Khassal	Additional Inspector
Martin Marsh	Additional Inspector
Clementina Olufunke Aina	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary or infant school. There have been significant increases in pupil numbers since the last inspection. The building has been modified and improved to accommodate these pupils and work continues in order to accommodate this continuing growth.
- The vast majority of pupils are from different ethnic backgrounds and cultural traditions. A high proportion is learning to speak English as an additional language and receives support in the school's language unit. Many come from homes of multiple family occupancy.
- The proportion of disabled pupils or those with special educational needs is below average. However, the school has a centre for children with physical disabilities and a centre for children with moderate learning difficulties. These centres take pupils with specific needs from across the local authority.
- The proportion of pupils eligible for support through the pupil premium is below average. This additional funding is provided for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school has two part-time Nursery classes and seven full-time Reception classes.

What does the school need to do to improve further?

- Ensure that the school improvement plan sets out the next steps for the school in the coming years so that governors and other school leaders have specific measures to monitor progress effectively.

Inspection judgements

The leadership and management are outstanding

- The headteacher is passionate about the school and its community. She has built a compelling vision around making learning meaningful and immediately relevant to the pupils. This, coupled with her 'can do' approach to leadership and management, has enabled the school to continue to improve teaching and learning while managing a significant growth in pupil numbers. The staff are unanimous in their support for what the school is aiming to achieve.
- The school improvement plan has been very effective in driving developments to date, but it is not specific enough to allow leaders and governors to carefully monitor and evaluate progress against school priorities.
- All school leaders, including the highly motivated middle leaders, are involved in the continuing improvements to teaching and learning. There is an extensive monitoring programme which ensures that leaders play an active role in checking and developing their areas of responsibility and sharing good practice. All staff have high expectations of how well pupils should behave and how well they should learn. These permeate the school and ensure that the behaviour and attitudes of the pupils are excellent.
- Inclusion and equality of opportunity are regarded as hugely important and are actively promoted in every aspect of the school's life. Pupils with disabilities and from very diverse backgrounds are fully included in all activities and the school works hard to foster excellent relations. There is virtually no bullying or harassment of any kind, and discrimination is not tolerated.
- The curriculum is outstanding and meets the needs of all groups of pupils very well. It contributes strongly to the excellent spiritual, moral, social and cultural development and the pupils' hugely positive attitudes to learning. Pupils learn about different faiths and celebrate diversity. The curriculum ensures that pupils value their own cultures and faiths while learning about others. Numerous trips and activities, such as those to different places of worship and voting for their favourite Comic Relief dance, ensure that they are well prepared for life in modern Britain.
- A distinctive feature of the school is the innovative Earth Curriculum which makes full use of available resources in order to promote high levels of achievement and learning. Pupils speak very enthusiastically about their recent experiences, such as building their own Tudor houses before seeing them burnt down in a recreation of the Fire of London. The school makes excellent use of its own grounds to promote learning, including the unique adobe buildings which provide shelter and sound proofed areas for a range of activities.
- Pupil premium funds are used well to improve pupils' learning across the school, including the nursery. The funding pays for a range of small group teaching run by well-trained staff, as well as introducing children to new experiences. This is resulting in higher attainment for these pupils.
- Additional funding for physical education (PE) and sport is used to buy additional training and support for staff and enhancements to the environment to improve physical development. This is leading to less obesity, fitter children and a wider range of PE and sports activities run by highly competent staff.
- Leaders and governors have ensured that safeguarding meets legal requirements and the school's checking systems are rigorous and detailed. Every single aspect of the school's work which is potentially dangerous is thoroughly assessed to ensure that any risks are minimised.
- Parents are extremely positive about the school. An overwhelming majority say that pupils are well taught and well looked after. They find staff approachable and that any concerns are dealt with quickly. One parent said that she would not change anything about the school.
- The school works closely with the local authority and many of the staff are involved with a number of initiatives across the borough. The school benefits from its membership of a triad of schools, facilitated through the local authority. This enables schools to share good practice and to help each other evaluate the quality of their provision.
- **The governance of the school:**
 - Governors are committed and enthusiastically led by the Chair of the Governing Body. They play an active role in monitoring all aspects of the school's work. They undertake a range of activities, including meeting subject leaders and scrutinising assessment information. The reports they produce are discussed in committees and then shared with the full governing body.
 - The governors are very ambitious for the school and played a leading role in developing the home learning policy.
 - As a result of their monitoring and reports received, governors are well informed about the quality of teaching and the performance of the pupils. While they remain very supportive of the school, they are equally able to challenge the leadership team about aspects of performance.
 - There is a robust system in place which ensures that only staff who meet stringent criteria through

performance management are awarded a pay increase or promotion. This is always linked to the progress that pupils make.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils work very hard and enjoy learning in class. They have a thirst for knowledge and throw themselves into activities with enthusiasm and determination. As a result, learning is not always quiet, but pupils are quickly stilled when needed. They behave well for all the adults in school whether they are teachers or not.
- Very strong and warm relationships between staff and pupils contribute to these excellent attitudes and the progress pupils make in their learning. The playground environment also promotes and supports positive attitudes to learning and good behaviour. It sustains pupils' interest and provides calm spaces for pupils to reflect or engage in imaginative learning.
- Pupils are polite and friendly and show great respect to each other and the staff. The school strategy of 'never push, anyone, any time' is often referred to by children and parents alike. As a result of this simple rule, pupils show a high degree of awareness of keeping safe as they move around this large and complex site.
- The school records and monitors any behavioural concerns. Resulting actions have led to significant improvements in behaviour for the few children who are finding it difficult to behave well all the time.
- Attendance is below average overall, but improving. The school is taking rigorous action to ensure that everybody understands the importance of regular attendance.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils spoken to feel very safe in school. Parents mentioned that their children had become much more confident and outgoing whilst at the school. They feel that this has made them more able to keep themselves safe and be better learners.
- There is virtually no bullying or harassment of any kind. Pupils have a good awareness of keeping themselves safe in many situations, including whilst using the internet.
- Almost all parents responding to the on-line survey, Parent View, felt the school was successful in keeping children safe.

The quality of teaching is outstanding

- Teachers and support staff are enthusiastic and friendly. They enjoy excellent relationships with the pupils. This ensures that classrooms and other learning spaces are happy and positive places in which to learn.
- Teachers use questions very well to gauge pupils' understanding and encourage pupils to contribute to class or group discussions. The use of language by teachers is highly effective in helping all the pupils to develop their speaking and listening skills, as well as the vocabulary needed to tackle new learning. This is one of the reasons why pupils make rapid progress in all of their learning and specifically in literacy and mathematics.
- Teachers use a variety of inventive strategies to motivate and help pupils learn and remember. This includes visual clues, actions, music and songs.
- Pupils for whom English is an additional language benefit hugely from this approach in lessons. Those who have little English are further helped by the high quality support they receive from the excellent team in the language unit. Here they are given help in learning the knowledge and skills they will need in class.
- Reading and writing are taught systematically throughout the school. Reading is taught through a programme of phonics (the sounds that letters make) that is well matched to each pupil's stage of learning. Pupils in Key Stage 1 often work effectively in small groups to practise their reading and to improve their understanding. Teachers use a variety of texts that inspire pupils to read for themselves and enjoy reading.
- Mathematics is also taught systematically and well, with pupils led onto the next stage when their understanding is secure. Those needing additional help in mathematics are taught by staff who are specially trained. This is leading to rapid progress for these pupils.
- Teachers mark pupils' work regularly, often providing feedback about how well pupils have learned and what they should do next. Pupils say they value what the teacher says and are keen to improve.

The achievement of pupils**is outstanding**

- The attainment of Year 2 pupils in 2014 was close to the national average in reading, writing and mathematics. This group of pupils began at the school with attainment which was well below that expected for children at the age of four. In addition, they were joined by the equivalent of an extra class of pupils, many of whom were recent arrivals in the country and spoke very little English. Taking these factors into account, pupils' achievement was outstanding from their individual starting points.
- Pupils who are learning English as an additional language make exceptional progress in all subjects as a result of the skilled teaching they receive and very good support. Those who need the most help are provided with additional teaching prior to learning in class. This ensures that they are equipped with the necessary vocabulary, concepts and confidence to make the most of their learning.
- Pupils with disabilities and statements of special educational need often make exceptional progress because they receive expert support in the centre for children with physical disabilities or in the centre for moderate learning difficulties. Some of these pupils make progress in very small steps, whilst others make progress which is similar to other pupils in the school. This excellent support enables them to take a full part in school life and to learn alongside their peers and friends in class.
- Other pupils with special educational needs also make excellent progress from their starting points as a result of the precise and skilled teaching they receive. Many of these pupils attain higher standards than similar pupils nationally and the trend is improving over time.
- By the time they reach Year 2, most pupils are confident and keen readers. They read aloud with good tone and expression and are able to use their knowledge of the sounds that letters make to decipher new words. This skill also helps pupils to write and spell and many of the younger children are making rapid progress in their writing and reading as a result. The proportion of pupils reaching the expected standard in the phonics check is improving year on year.
- Progress in writing is outstanding for all groups of pupils. More able writers enjoy the opportunity to write at length, independently, about a wide range of exciting topics. There are some excellent examples of this good quality writing displayed around the school.
- Disadvantaged pupils attain standards which are above those achieved by these pupils nationally in reading and mathematics in Year 2. In the last three years, the gap between these pupils and other groups of pupils has been closed. This is because these disadvantaged pupils have benefited greatly from the additional support and specialist teaching of mathematics and reading that the school has introduced.
- The most able pupils across the school make at least good, and often outstanding, progress because they thoroughly enjoy the challenges inherent in the curriculum and their recently introduced individual challenge plans. Year 2 pupils have grown enormously in confidence since September and use ever more adventurous vocabulary in well-formed sentences. They have produced some stunning art work and can talk with confidence about the Fire of London and other work they have enjoyed.

The early years provision**is outstanding**

- The vibrant and well-resourced learning environment creates a positive and conducive climate for learning. Children settle quickly into school as a result of the clear routines and the friendly and welcoming staff. Parents speak very highly of the provision and say that they can always speak to a member of staff if they need to.
- All groups of children, including those who speak English as an additional language or who have special educational needs, make rapid progress. This is from starting points which are often well below what is typical for children of this age. The proportion of children making good levels of progress has been improving since 2012. This is due to the well organised and inspirational curriculum, excellent engagement with parents, and the exceptional care, support and teaching from adults.
- The intensive support from the English as an additional language team prepares children extremely well for learning. Children are helped to understand what the class are learning and to develop the confidence to interact with peers and adults.
- The behaviour of the children is outstanding because they respond well to the highly stimulating learning environment and the high expectations of staff. In class and around the school, they are unfailingly friendly, curious and cheerful. They cooperate well with each other and the adults. They listen attentively and share equipment.
- Children have an excellent understanding of personal safety and that of others. Staff conduct thorough

assessments for any activities which may have an element of risk. They take care to ensure that children develop the confidence to resolve minor disputes and keep themselves safe.

- Detailed teaching of early reading, writing and numeracy skills ensures that children make excellent progress in these important areas. They are often taught to read and write in small groups, with activities designed precisely to meet their needs. Consequently, the children quickly learn to match sounds and letters in order to write and spell. There are also plenty of opportunities for them to use these skills while they are playing. A planned development in teaching is for adults to record the next steps each child needs in their learning journal.
- A strength of the provision is the excellent development in talking and listening as a result of the excellent models provided by staff and the very high levels of interaction. There are words and conversations everywhere. Another strength is the promotion of physical development. Children are often on the move. Dancing, skipping and drama are common and the outdoor environment encourages them to use their bodies extensively, which improves their physical health and strength.
- The leadership of the early years provision is strong. The headteacher takes an active role in developments and the early years leader has a clear vision about the need for high quality education which suits the needs of the children in her care. All staff share this ambition.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102490
Local authority	Hounslow
Inspection number	449272

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	653
Appropriate authority	The Governing Body
Chair	Parvinder Basra
Headteacher	Kathryn Harper-Quinn
Date of previous school inspection	27-28 September 2010
Telephone number	020 85702562
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