

Henry Hinde Infant School

Grenville Close, Bilton, Rugby, CV22 7JQ

Inspection dates 17–18 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- An outstanding range of interesting activities highly motivates pupils to learn.
- Attainment by the end of Year 2 is consistently above average in reading and mathematics and at least average in writing.
- Pupils make good progress from relatively low starting points on entry to the school, particularly in writing.
- Disabled pupils and those who have special educational needs receive good, well-targeted support to learn well and catch up.
- Teaching is good overall and is sometimes outstanding, especially when teachers make the most of exciting outdoor learning to motivate the pupils to write.
- Pupils' behaviour is exemplary and they feel very safe in school. They have an excellent understanding of what constitutes bullying, which they say is very rare in school. Attendance is consistently well-above average.
- The headteacher leads the school exceptionally well. Staff are highly motivated and fully supported to meet the school's high expectations. As a result, teaching is steadily improving and standards are rising.
- The trustees provide excellent support to the headteacher and robust challenge to continue improving the school.
- Extra funding for pupils eligible for the pupil premium is spent effectively, resulting in improving progress for these pupils.

It is not yet an outstanding school because

- Pupils' progress in writing is not consistent enough. Teachers do not always remind pupils about their targets for writing when marking their work.
- Teachers sometimes overlook pupils' errors in their written work so that they repeat the same mistakes over time.
- Not enough lessons make the most of pupils' eagerness to learn so that they think hard for themselves. This sometimes holds back more-able pupils.

Information about this inspection

- The inspectors observed 10 lessons and saw all the teachers and most of the teaching assistants teaching. They also observed pupils' behaviour at playtimes and lunchtimes, talked to them about their views on the school and looked at samples of their work.
- Discussions were held with trustees and members of staff.
- In addition to observing the school's work, the inspectors looked at information about pupils' attainment and progress and documents relating to their safety and behaviour.
- The inspectors took into account the views expressed in the 49 completed online Parent View questionnaires and the school's own recent questionnaire returns.

Inspection team

Peter Kerr, Lead inspector

Additional Inspector

Kathleen Campbell

Additional Inspector

Full report

Information about this school

- The school is an average-sized infant school drawing pupils from the local area.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is typical of most primary schools and about half of these speak English as an additional language. Very few are at the early stages of learning English.
- One in five pupils is eligible for the pupil premium (this provides additional funding for looked-after children and pupils from families known to be eligible for free school meals). This is a broadly-average proportion compared with the majority of primary schools.
- The proportion of disabled pupils and those with special educational needs is broadly average, whether supported through school action, at school action plus or with a statement of special educational needs. Most pupils so assessed have moderate learning difficulties.
- Henry Hinde Infant School converted to become an academy school on 1 April 2012. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be outstanding.
- There have been significant staff changes in the past two years.

What does the school need to do to improve further?

- Raise standards in writing further by:
 - making sure that all pupils know exactly what their individual targets for improvement are and that they always bear these in mind when writing
 - checking more consistently that pupils respond to corrections of errors and pointers for improvement in their writing
 - providing more opportunities for pupils to practise and consolidate their writing skills.
- Increase the proportion of outstanding teaching by:
 - making sure that more lessons fully make the most of pupils' eagerness to learn by engaging them in practical learning activities for more of the time
 - making more consistent use of the wide range of practical activities to motivate pupils to write and challenge them to think for themselves.

Inspection judgements

The achievement of pupils is good

- Most children enter the school at below age-related expectations, particularly in aspects of their personal, social and emotional development and writing. They settle very quickly into the class routines and soon become confident, independent learners. They learn well because they enjoy a good balance between being taught and learning by themselves.
- Despite making good progress in all the areas of learning, their attainment at the end of Reception is below average, especially in writing. They make outstanding progress in their personal, social and emotional development.
- Pupils learn well throughout the school because they enjoy purposeful practical activities in the classroom and outdoors. Outstanding learning was seen in Year 2 when pupils discovered facts about owls in a very lively, outdoor lesson. They were completely engrossed, sharing their findings about owls and sorting the facts in a scientific way. As well as having to think on their feet and collaborate with each other during the practical session, they were highly motivated to record their findings the following day. This resulted in high quality writing, with some boys in particular very keen to record in detail what they had learned.
- Pupils read well. In the early stages they use their knowledge of the sounds that letters make (phonics) to read words that are new to them and are making rapid progress in expanding their known vocabulary.
- They also make good progress in mathematics across the school. Progress is slower in writing than in reading and mathematics because pupils do not consistently consolidate their skills according to individual improvement targets.
- Disabled pupils and those who have special educational needs achieve well because the work they are given is pitched at just the right level to enable them to learn steadily and securely. The gap between these pupils and the rest is therefore narrowing significantly.
- Pupils eligible for the pupil premium were nearly two terms behind other pupils in the school in 2012 in reading, writing and mathematics. This gap was larger than the national average. At the time of the inspection, pupils eligible for free school meals had caught up with other pupils in reading and were less than half a term behind in writing and mathematics. This rapid progress is a direct result of targeted interventions funded by the pupil premium to support these pupils.
- Pupils at the early stages of learning English as an additional language make good progress because they receive good support to learn English and to catch up with their classmates in their work. There are no significant differences in the attainment or rates of progress between pupils from minority ethnic groups and White British pupils.

The quality of teaching is good

- Most lessons are good and some are outstanding. Teaching is consistently good in Reception and is outstanding in promoting the children's personal and emotional development. Teachers and teaching assistants work very closely together as a team to see that all the children experience a good balance between adult-led activities and choosing for themselves. They produce excellent illustrated records of progress for children to share with their parents and carers.

- Early reading and writing skills, including phonics, are taught well from Reception onwards. The pupils' progress is rigorously checked and suitable extra support provided for those children who need it.
- A strong feature of teachers' planning is the inclusion of regular opportunities for outdoor learning in all classes. This supports smooth transition from the Early Years Foundation Stage in Reception to the National Curriculum, particularly for younger pupils, and inspires interest and enthusiasm for learning throughout Years 1 and 2.
- Outstanding teaching was seen when teachers made the most of the pupils' enjoyment of active outdoor learning to motivate them to write and then provided just the right guidance to enable them to write as well as they could.
- Not all staff are equally confident at striking the right balance between giving information and challenging pupils to think for themselves and find their own ways of solving problems. This leads to some unevenness in learning across groups because expectations of what the pupils should be able to do for themselves are not consistently high.
- Teachers set class writing targets for each lesson and check that pupils pay attention to these in their written work for that day. The pupils' work books reflect this, but also show pupils are not encouraged to pay enough attention to their individual targets for improvement over time. As a result, errors that have been previously corrected reappear. Teachers do not consistently pick this up so some earlier learning takes longer to be made secure.
- Teachers and teaching assistants provide good support for pupils with lower attainment and those with special educational needs. For example, a teaching assistant worked closely with a small group of Year 1 boys, some with learning difficulties, enabling them to succeed in writing new words independently when they would have been unable to do so without skilled help.

The behaviour and safety of pupils are outstanding

- A prominent feature of the school is pupils' eagerness to learn and their capacity for sustained effort. They get straight down to their tasks, persevere to get them done and take pride in their achievements. This reflects the strong encouragement they have throughout the school to try their hardest and do as well as they can. They support each other well and develop very good collaborative skills.
- Attendance rates are well-above average each year and pupils are very punctual.
- The school successfully cultivates tolerance and positive attitudes to difference. As one pupil put it, 'People can be different on the outside but the same as you on the inside'. Pupils described many reasons why someone could be bullied or picked on but it is very clear that such behaviour is regarded as totally unacceptable in the school. There have been no recorded incidents of bullying for the past five years.
- Pupils know how to keep safe, including when using the internet, and gain good experience managing risks through 'forest school' activities. They have a wide range of responsibilities within school and can be trusted to act sensibly without close supervision.
- The school provides exceptionally well for all aspects of pupils' spiritual, moral, social and cultural development. Pupil premium funds, for example, help to fund programmes to raise

aspirations and improve pupils' sense of self-worth, and initiatives such as lunchtime groupings and the buddy system enable older pupils to act as positive role models for younger ones. Assemblies and lessons encourage positive attitudes to different cultures and beliefs through visits to places of worship and talks from representatives of different religions.

- Attendance at the many clubs and other out-of-school activities, including sports coaching, is very good. Pupil-premium funding supports some of these initiatives in order to build pupils' self-confidence, which in turn improves their learning.
- Behaviour-management is very effective. Sanctions are rarely needed as pupils take responsibility for their own and others' behaviour. Records show that procedures to support pupils with behavioural difficulties have been highly effective in improving their behaviour during their time at the school.

The leadership and management are good

- The school has maintained a vibrant team spirit throughout major changes over the past two years, including a high turnover of teaching staff. Questionnaire returns and conversations with staff reveal a very firm commitment to school improvement and a feeling of being very well supported in their roles by the headteacher and deputy headteacher.
- The headteacher leads the school exceptionally well. Inspection observations confirm the accuracy of his evaluations of teaching. High expectations are set for teachers and teaching assistants for the progress the pupils make in each class and staff feel they have a say in how this is to be done. They appreciate the way their views are taken into account in planning improvements.
- The deputy headteacher contributes strongly to raising the quality of pupils' learning by demonstrating exemplary practice in the teaching of literacy and supporting colleagues to improve.
- The school provides a good curriculum with some outstanding features. Outdoor learning is strongly encouraged in Years 1 and 2 as well as in Reception and final focus events showcase the new skills that have been learned during topics based on pupils' interests.
- Leaders know how well the school is doing and this is reflected in their plans for improvement, which involve all staff. Effective training supports the professional development of all staff and meets the identified needs of the school.
- Provision for disabled pupils and those who have special educational needs has been improved and is managed well. Individual support programmes are shared effectively with pupils, their parents and carers and staff, and adjusted in the light of the pupils' progress.
- Nearly all the responses to Parent View are very positive. The areas in which a very small minority of parents and carers disagreed were discussed with the headteacher. The school's own questionnaire responses are overwhelmingly positive.
- The school works closely with a range of partners within the community to provide opportunities such as sports coaching and musical instrument tuition. These activities contribute to an outstanding range of learning for all pupils at the school.

- Since becoming an academy, the school does not receive support from the local authority. Instead it identifies where it needs support and buys this in from the best sources it can find.
- The school strongly promotes equality of opportunity and succeeds in eliminating discrimination. Safeguarding procedures fully meet all requirements.
- **The governance of the school:**
 - The trustees steered the school exceedingly well through the transition to academy status. From their good understanding, they robustly challenge the headteacher to continue raising standards and the quality of teaching. They use information on pupils' progress well to see that all pupils make good progress and that pupil-premium spending is successful in improving opportunities and progress for eligible pupils. They visit school to see for themselves how good teaching is and insist that salary increments are justified in terms of the impact on pupils' progress and that any under-performance is eliminated. They know about how the performance of teachers is managed and about the targets they are set.

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	137989
Local authority	Warwickshire
Inspection number	413342

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

Type of school	Infant
School category	Academy
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The Trustees
Chair	Mike Soley
Headteacher	James Higham
Date of previous school inspection	Not previously inspected
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