

Inspection of Feltham Hill Infant and Nursery School

Bedfont Road, Lower Feltham, Feltham TW13 4LZ

Inspection dates: 19 and 20 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2016.

What is it like to attend this school?

Pupils thrive in this nurturing and supportive school. They benefit from positive and respectful relationships with adults and other pupils. This starts in the early years, where children learn to play well together. These strong foundations, together with clear and consistent expectations, mean that pupils' behaviour is exemplary.

The school develops pupils' knowledge and confidence through a rich curriculum and thoughtfully planned wider experiences. Pupils excel in all aspects of their learning. This is because the school has very high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are rightly very proud of the work that they produce in different subjects. They are exceptionally well prepared for the next stage of their education.

The school promotes responsibility and independence in pupils. For example, the school council has chosen the lunch menu to ensure it is healthy. The play leaders engage with their peers or younger pupils, involving them in games and activities. Leaders place great importance on boosting confidence and communication through developing pupils' fluency in expressing themselves. Pupils articulately share their views and consideration of others' perspectives.

What does the school do well and what does it need to do better?

The school has designed a highly rigorous and ambitious curriculum. In each subject, important knowledge is explicitly identified and sequenced so that pupils return to and deepen their understanding. This careful curriculum thinking means that children develop secure foundations in the early years. Staff encourage children to be inquisitive learners and ask questions. Opportunities to revisit and practise previous learning is carefully designed through the 'busy learning' provision throughout the school. This helps pupils deepen their understanding. For example, in science, Reception children learn about seasonal changes focusing on their local environment and observe seeds growing into plants. By Year 2, this understanding is developed further, and pupils can confidently identify different features of plants and understand the process of germination, along with what plants need to grow.

Leaders have made sure that the curriculum is well sequenced. For example, in geography, they have thought carefully about the knowledge and skills pupils will build over time. In Reception, children can recall and identify features in their local environment, providing a strong foundation for their future learning in geography. By the time they reach Year 2, pupils broaden their knowledge and can identify the differences between human and physical features of two contrasting locations.

Staff's expectations of all pupils, including those with SEND, are consistently high. Leaders ensure that any additional needs are identified early and appropriate support is swiftly put in place. The school works well with external agencies and specialists to establish the most suitable support based on individual pupils' needs. Pupils with SEND attending the specialist provision, as well as those in the

mainstream classrooms, have access to the full curriculum or an adapted curriculum that is tailored to their needs.

A strong reading culture is evident across the school. All staff are trained and supported to be experts in the teaching of reading. Pupils practise reading with books that are consistently well matched to the sounds that they know. This helps to ensure that they develop as confident and fluent readers. Pupils falling behind are identified swiftly and supported in catching up. Pupils with SEND attending the specialist provision benefit from daily tailored phonics teaching. The school selects ambitious texts to ensure that pupils are exposed to a broad and rich range of literature.

Pupils' behaviour around the school and attitudes to their learning are exemplary, including in early years. This is because expectations are clear and are consistently applied by staff. Leaders ensure that pupils' attendance is high. When it drops for some pupils, leaders go the extra mile, working closely with families to make sure their attendance improves rapidly.

The school weaves their personal development offer through all aspects of the curriculum. There is a wide range of enrichment activities, such as visits from the police to a local artist. The 'busy learning' curriculum provides pupils with opportunities to develop lifelong skills, such as resilience, through both indoor and outdoor provisions. Pupils enjoy daily assemblies, where they share school values, for example learning about different religions or celebrating birthdays. They are taught about different family units and know what makes a positive friendship.

Parents and carers are overwhelmingly positive about the school. Staff express great pride in working here. They say their workload is manageable and appreciate the way leaders look out for their well-being. A knowledgeable governing body provides appropriate levels of challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102484
Local authority	Hounslow
Inspection number	10296608
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair of governing	Jane Kendell-Nicholas
Headteacher	Angela White
Website	www.fhi.hounslow.sch.uk
Dates of previous inspection	17 and 18 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school offers breakfast and after-school provision. This is held in the neighbouring junior school.
- The school has an additional resourced provision for pupils with Autism Spectrum Disorder. Places are allocated through the local authority.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with all senior leaders, a number of teaching and support staff, governors and a representative from the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and art and design. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector	His Majesty's Inspector
Rosemarie Kennedy	Ofsted Inspector
Sophie Healey-Welch	His Majesty's Inspector

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