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Mrs Kathryn Lancaster
Prospect Hill Infant and Nursery School
Maple Drive
Worksop
Nottinghamshire
S81 0LR

Dear Mrs Lancaster

Requires improvement: monitoring inspection visit to Prospect Hill Infant and Nursery School

Following my visit to your school on 11 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- adapt the school improvement plan so that criteria for success are specifically linked to measureable outcomes for pupils
- check the progress pupils are making more frequently so that pupils' underachievement is identified quickly and plans are put in place to improve pupils' outcomes
- ensure actions to improve teaching have a rapid impact on pupils' achievement so that all groups of pupils make at least good progress.

Evidence

During the visit, meetings were held with yourself, the Chair of the Governing Body and another governor to discuss the action taken since the last inspection. I also met with a representative of the local authority. The school improvement plan was evaluated. During the visit, you joined me on a tour of the school where we visited each class to talk with pupils and look at their work. We also observed one lesson together. I scrutinised a selection of pupils' books.

Context

There have been no significant contextual changes since the last inspection.

Main findings

Your school improvement plans focus on the correct areas for improvement. However, they are not sharp enough or linked sufficiently well to the progress pupils make. Time scales are not tight enough to enable you to act quickly to address any underachievement in pupils' outcomes.

The mathematics and English subject leaders are now checking the progress of pupils more carefully. They know how well different groups of pupils are doing and have plans in place to support pupils who need further help to meet their targets. However, this is not happening frequently enough to identify underachievement quickly.

You have worked with teachers to improve their teaching by pairing more effective teachers with those who need support. Areas for development have been identified and teaching that requires improvement is being tackled systematically. Teachers' marking has improved and now supports pupils to improve their writing. This is because pupils have time to think about how well they are doing and to respond to teachers' comments. Marking in mathematics is not as well developed but plans are in place to rectify this.

The school has reviewed the behaviour of pupils and clear expectations of behaviour are evident around school. Rewards for good behaviour have been strengthened. Pupils' behaviour in school and in lessons has improved. As a result, pupils are generally engaged in their learning and have better attitudes to their work.

Attendance has improved since the last inspection. Well-thought-out approaches to encourage pupils to come to school have meant that, in most classes, attendance is much higher than at the last inspection.

Governors come into school regularly to check how well pupils are doing in their behaviour and in lessons. They have a growing understanding of how the school's performance compares with others nationally. Training has been identified by the

school's business manager to enable governors to increase their knowledge of this. They have an overview of the progress pupils are making. However, they have not developed an efficient system for checking the progress of different groups of pupils against their targets so that they are able to challenge underachievement quickly.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has provided the school with support to sharpen the school improvement plan; however, this needs further development. It has identified a Local Leader of Education to provide support to improve outcomes for different groups of pupils. A programme is planned to check the quality of teaching and its impact on pupils' outcomes.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Nottinghamshire County Council.

Yours sincerely

Jan Connor
Her Majesty's Inspector