

Healdswood Infants' and Nursery School

Barker Avenue, Skegby, Sutton-in-Ashfield, NG17 3FQ

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The drive and ambition of the headteacher are fully supported by an effective leadership team and purposeful governing body. Consequently, pupils' progress is accelerating and the quality of teaching has improved sharply since the last inspection.
- Children make an outstanding start to their education in the Early Years Foundation Stage. As a result, they are very inquisitive and eager to learn when they start Year 1.
- Pupils of all abilities achieve well in reading, writing and mathematics through Year 1 and Year 2. They reach standards which are broadly average overall.
- Disabled pupils and those with special educational needs make good progress.
- The quality of teaching is good. It is sometimes outstanding. Marking and feedback are used well and teaching assistants make a good contribution to pupils' learning.
- Pupils' behaviour is good and they feel safe and well cared for. Parents agree and hold the school in high regard.
- The school promotes pupils' health and well being and self esteem very well. Pupils enjoy participating in a wide range of art, music and sporting activities and making full use of the school's attractive grounds.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. Teachers do not consistently encourage pupils to speak as clearly and accurately as they should when they answer questions or give information.
- Pupils' grammar, spelling and handwriting are not always as good as they need to be when making notes, planning work or writing in subjects other than English, and this limits their achievement.

Information about this inspection

- The inspectors observed 11 teaching sessions, including joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with a group of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 10 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Mary Maybank

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The great majority of pupils are from a White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.
- The proportion of pupils who receive support through the pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The headteacher was appointed to the school after the last inspection. The school also received support from an executive headteacher.

What does the school need to do to improve further?

- Build on the already good teaching in order to further improve pupils' achievement by:
 - ensuring pupils speak clearly and appropriately on all occasions
 - insisting that pupils always strive for the best standards in spelling, grammar and presentation in all their writing.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills which are generally well below those typically found at their age, particularly in communication and personal and social development. They make outstanding progress and leave the Reception class with standards which are at least average. This is a good improvement from the last inspection.
- Early reading, writing and mathematics skills are firmly established and children are imaginative, hard working and love learning. Children take a pride in their work and rise to teachers' very high expectations, for example, carefully reading the clues to find Lazy Ladybird's missing babies hiding in the spacious grounds. They are able to use their mathematical skills confidently to solve problems, confidently calculating how many spots there are on five ladybirds when there are four spots on each wing.
- Pupils make good progress through Year 1 and 2 in reading, writing and mathematics. They now reach broadly average standards and are more effectively building on their earlier learning. This is reflected in the results of 2013 National Curriculum tests and assessments and also in the pupils' current work; this shows clear improvement on the standards achieved in previous years.
- Pupils supported by pupil premium funding progress well. In 2013, these pupils attained results for reading, writing and mathematics which were approximately one term behind those of other pupils and this showed a good improvement in their progress on previous years. Throughout the school, eligible pupils work at standards which are close to those of other pupils and, in most cases, any remaining gaps are narrowing.
- The most-able pupils make good progress. They read with expression and fluency. They are very productive in their written work. They work well together, for example, in organising their own investigation into pupils' favourite sports, organising their graphs and working out what scale to use.
- Disabled pupils and those who have special educational needs make good progress. Their needs are regularly and precisely checked and teachers' intensive support for their basic skills, together with their sensitive care and support, boosts their learning and promotes their involvement in all that the school offers.
- Pupils now make good progress in reading and this is a good improvement from the last inspection. Standards are rising. Effective teaching of phonics (letters and their sounds) ensures early readers have the skills to tackle new words successfully. This is reflected in the scores they achieve in the national check for these skills at Year 1 and Year 2, which are increasingly close to the latest available national average.
- Pupils' achievement in writing is good overall. They often write at length because they enjoy the topics they write about. This is a good improvement from the last inspection, particularly for boys. Occasionally, however, when pupils write in different subjects or make notes and plans for their work they do not produce writing to the highest standard and are capable of better. These inconsistencies prevent them from making the very best progress.
- Pupils' speaking skills are varied. At times, the answers they give to teachers' questions are too brief and not always clear. As a result, pupils are not always as articulate as they could be.
- The school makes a good contribution to pupils' health and well-being. Leaders have made

effective use of the primary school sports development funding to improve teachers' knowledge of how to teach physical education skills and to introduce new sporting experiences. This has already contributed to rising standards in many aspects of physical education and is enriching pupils' playtime experiences.

The quality of teaching is good

- Children are extremely eager to learn in the Early Years Foundation Stage. Their interest and enthusiasm are fully engaged by the extremely well-planned activities and attractive resources that teachers provide, which are used very effectively to interest all groups of learners. There is a sharp focus on speedily developing children's listening and social skills to support the development of reading and writing skills through Nursery and Reception.
- Teaching assistants are deployed well throughout school and contribute to the learning of all groups of pupils.
- Teachers have high expectations and a good knowledge of the subjects they teach. They are ambitious and passionate for pupils to succeed. Pupils are equally ambitious for success and are persistent and hard working.
- Teachers make good use of marking and feedback. There are good procedures to help pupils improve their own work and reach the next steps in their learning.
- Disabled pupils and those who have special educational needs learn well because teachers regularly assess their academic, physical, emotional and social development. The activities they are given are sharply focused on the areas they need to improve. Timely and well-planned additional reading, writing, speaking and mathematics sessions increase the achievement of pupils who are falling behind or who find it difficult to learn new skills and concepts.
- Teachers generally question pupils well. This helps to deepen their thinking and understanding. Sometimes, however, teachers do not ensure that pupils' speaking skills are fully developed and that their answers are clearly expressed. This limits what they could achieve.
- Pupils have many opportunities to write throughout the day. However, teachers do not always ensure pupils' grammar, spelling and punctuation are as good as they need to be when making notes and plans for their work. This weakness in their work is not always addressed by teachers and prevents pupils from making the very best progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is improving quickly and is much better than at the last inspection. Relationships between pupils and with adults are a strength. Pupils are polite and considerate towards each other and they respond very well to the excellent example that all adults set for them.
- Pupils' pride in their school is evident in their smart appearance and the quality of work in their books. They play their part in ensuring classrooms are attractive and orderly places for learning.
- Pupils are increasingly keen to come to school and are punctual and well prepared for the day's learning. Attendance is improving well and is now broadly average. The school works very closely with parents to encourage the best levels of attendance and ensure pupils are punctual and ready

to learn. Parents are appreciative of the warm welcome their children receive each day and find staff approachable.

- Pupils, especially boys, are now much more engaged in their learning and concentrate well. This is a good improvement from the last inspection. They try hard to climb the 'behaviour tree' and avoid falling off.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and well looked after. Parents are fully confident that their children receive the highest levels of care.
- Pupils whose circumstances may make them vulnerable, including those who find it difficult to manage their own emotions, are well cared for. They are helped to articulate their concerns and to effectively control their own behaviour. Several staff have specialist skills in these aspects and use them to good effect.
- Pupils have a good understanding of how their behaviour affects others and know that they should be kind and considerate. They can identify potential bullying situations and avoid risks when they use computers and other technology. They are certain that little bullying takes place and any minor instances are successfully managed by the staff. This is confirmed by the school's good record keeping procedures. There have been no recent exclusions.
- Pupils learn to take appropriate risks and to keep themselves safe. They enjoy the opportunities for adventure provided by the different sports and educational visits offered by the school but know the dangers and how to stay safe. The school has worked closely with the school council to make the building and playground safe, clean and exciting.

The leadership and management are good

- The headteacher provides a clear and purposeful direction for the school. School development plans are now sharply focused on the most important priorities for raising achievement and the quality of teaching. She brings considerable drive and energy to the role and inspires others.
- The headteacher's sense of purpose is shared by senior and middle leaders who are increasingly effective and fully accountable for raising standards in their areas of responsibility. This is particularly so for those in charge of learning in the Early Years Foundation Stage, the support for disabled pupils and those with special educational needs and the teaching of phonics skills.
- Senior leaders act as good role models for other staff through their own teaching and through the skilful way they work with other staff to improve their practice. They have successfully built teachers' leadership skills by providing them with good access to high quality training.
- The school has developed effective performance management procedures to ensure staff are held accountable for the progress their pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- Teaching is closely monitored and support and training provided where needed. Only a few aspects of teaching, such as using every opportunity to develop pupils' speaking and writing skills, need further work.
- Procedures to measure and review the progress made by all groups of pupils are key factors in the school's successful drive for improvement. These now provide a precise framework for the governing body to hold leaders to account and ensure that the school's view of its own success is accurate.

- The use of pupil premium funding is carefully matched to the specific needs of the pupils who are eligible for this support.
- The school now ensures all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no evidence of discrimination in the school.
- Safeguarding procedures meet statutory requirements. Record keeping and other checks are rigorous.
- The school receives good support from the local authority, which has arranged for the support of an executive headteacher from another infant school during a period of transition to the new leadership. The local authority's work has successfully focused training on improving the skills of leaders at all levels and on improving school development planning.
- The headteacher and, increasingly other staff, are involved in developing education within the local area and beyond. They have especially led moves to improve the quality and accuracy of assessment procedures in this and other schools.
- The school promotes pupils' spiritual, moral, social and cultural development well. It is a welcoming and caring school and is working well to engage parents in school life. There are well-planned themes built around visits or visitors which form an exciting background to much of pupils' learning.

■ **The governance of the school:**

- The governing body has continued to build on its strengths at the previous inspection. It is well led, enabling all governors regularly make a positive contribution to decision making. The governing body has successfully undertaken a review of its role and is acting speedily to address the few areas for further development. It is well informed through the headteacher's detailed and analytical reports on pupil progress data, attendance and the quality of teaching. Governors' own monitoring procedures are used systematically and increasingly effectively. The governors now take good advantage of training opportunities to further develop their skills.
- The governing body now holds the school to account well. In particular, governors' regular discussions with school staff and their robust financial management place the school in a strong position to continue to move forward. Governors play a full role in making decisions as to whether teachers and staff should be rewarded with salary increases and reviewing targets for the headteacher. They ensure all safeguarding requirements are met in full.

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	122488
Local authority	Nottinghamshire
Inspection number	441939

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	John Foster
Headteacher	Lucy Peet
Date of previous school inspection	30 January 2013
Telephone number	01623 462449
Email address	office@healdswood.notts.sch.uk

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