

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



8 December 2017

Steve Hewitt-Richards
The Park Infant and Nursery School
Orchard Close
Park Road
Shirebrook
Mansfield
Nottinghamshire
NG20 8JX

Dear Mr Hewitt-Richards

Short inspection of The Park Infant and Nursery School

Following my visit to the school on 28 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. High expectations are evident throughout the school, and all members of the school community strive for excellence. Strong relationships and positive attitudes to learning are a feature of the school. As a result, pupils make good progress, often from low starting points.

In response to the recommendations in the last inspection report, you have developed a leadership team that is both knowledgeable and determined. Senior and middle leaders ensure that pupils' learning is central to all their work and strive to provide vibrant learning environments and opportunities for the pupils. There is a relentless focus on helping pupils to achieve the literacy and numeracy standards of which they are capable. You and your staff make good use of research information to refine your teaching strategies to support pupils of all abilities. Parents are very supportive of the school and appreciate 'all the hard work the school puts in on a day-to-day basis'.

You regularly check on the quality of teaching and provide high-quality training and professional development for staff. This ensures a high degree of consistency throughout the school. In all classes, the same 'rules of learning' apply, and these set clear expectations for pupils in all classes and help them become confident learners.

The previous inspection report also recommended that pupils should have more opportunities to write at length, using the skills they learn in their literacy lessons. Work books show that pupils' writing skills are improving. Older pupils are able to produce longer pieces of writing that are accurate and neatly presented.

You have identified aspects of the school's work that you need to improve further. A key priority is to improve the way you teach the wider curriculum, beyond reading, writing and mathematics, so that pupils' skills, knowledge and understanding of different subjects are deepened.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and that records are detailed and of good quality. You and a governor make regular checks to ensure that documentation meets statutory requirements.

There are clear procedures for raising concerns and these are followed up thoroughly. The designated safeguarding lead ensures that staff and governors receive regular training and are fully aware of the most up-to-date guidance. She also provides induction training for any new staff to ensure that there is a consistent approach throughout the school.

Pupils enjoy coming to school and are enthusiastic learners. They said that behaviour is good and that bullying is rare. They have confidence in teachers and other adults to resolve any problems. Staff know the pupils well and respond to any minor concerns so that they do not escalate.

Attendance is broadly average. There are some pupils who do not attend as regularly as they should, and the school works with these families to reduce the number of absences.

Inspection findings

- The quality of teaching is consistently strong throughout the school. Learning in reading, writing and mathematics is tightly focused and enables pupils to make good progress. There is a consistent approach in all classes as a result of the training and professional development provided for all teachers. Teachers know the pupils' abilities very well and provide support for those who are finding the work difficult. They also make sure that the most able pupils are helped to do even better by providing challenges and additional tasks to deepen their understanding.
- You and the leadership team regularly review assessment information to make sure that pupils are making good progress. If pupils are at risk of falling behind, leaders ensure that they are given extra help with their learning. Different groups of pupils are monitored to check that all groups make good progress from their starting points. The progress of disadvantaged pupils is improving, and the majority achieve the standards expected of them by the end of key stage 1.
- Pupils told me that they enjoy reading. Teachers ensure that there are daily

reading opportunities for all pupils. Phonics is taught effectively so pupils develop strategies to tackle new or difficult words when reading. Older pupils read confidently and with good understanding of the text.

- Children starting school in the nursery often have skills and knowledge below what is expected for their age. The provision in the early years classes focuses on children's personal development and the basic skills they need for further learning, and children make rapid progress. All activities are linked to a theme, for example a story such as 'The Gingerbread Man'. Consequently, the children are excited about their learning and enjoy a wide range of opportunities, both in the classroom and in the well-equipped outdoor area. Sound buttons are used to remind children of the learning focus for the independent activities; children can press the button to hear the teacher explaining the activity.
- You have ensured that classroom environments throughout the school are vibrant and filled with good-quality resources. Displays of pupils' writing demonstrate high standards and good progress over time. There is also a range of information on wall displays that pupils can use to help them work independently. Teachers encourage pupils to join in class discussions and share their views. Pupils are confident to 'take a risk' and contribute their ideas. Other pupils can 'challenge' or 'support' another's view, giving their reasons. As a result, pupils are developing effective speaking and listening skills.
- Although pupils achieve well and make good progress in reading, writing and mathematics, they do not have the opportunity to demonstrate the same depth of learning in other subjects. You are currently making some changes to the way in which the wider curriculum is taught but this is not yet embedded. Pupils' books in other subjects do not demonstrate work of the same high standard that is seen in literacy and mathematics books.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the existing good practice and high standards in reading, writing and mathematics are extended to other subjects in the wider curriculum.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Salt
Ofsted Inspector

Information about the inspection

During the inspection, I carried out a series of short visits to classrooms with you and the deputy headteacher, looking at learning in all classes. I reviewed pupils' books to consider the standard of work and progress being made. I talked to a group of pupils and listened to some pupils read.

I held meetings with you and the deputy headteacher, the designated safeguarding lead and members of the leadership team. I also met with members of the governing body and spoke to some parents informally.

I reviewed a range of the school's documentation including policies, assessment information and your school improvement plan. I took into account the 21 responses to Ofsted's online questionnaire, Parent View. I also considered the responses of 39 members of staff and 21 pupils to Ofsted's online questionnaires.