

Hetts Lane Infant and Nursery School

Hetts Lane, Warsop, Mansfield, Nottinghamshire NG20 0AS

Inspection dates

8–9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have effectively addressed the weaknesses identified at the previous inspection. The quality of education has improved.
- Governors are ambitious for continued school improvement. They effectively hold leaders to account. They are knowledgeable about the school's strengths and areas for development.
- Safeguarding is effective. Leaders and governors make sure that strong safeguarding systems are in place. Pupils enjoy learning about how to keep themselves safe.
- Teaching and learning throughout the school are now good. Teachers and teaching assistants work collaboratively to meet the needs of pupils. However, occasionally, teachers' expectations of what the most able pupils can achieve are not sufficiently high.
- Lessons are usually well planned and teachers set tasks which are well matched to pupils' abilities. However, sometimes during lessons, pupils are not moved on quickly enough when they have clearly mastered a particular concept or skill.
- Pupils enjoy coming to school. The rate of attendance is improving and is now broadly in line with the national average.
- Leaders have created a caring and nurturing learning environment based on mutual respect and positive relationships.
- Outcomes for pupils have improved since the previous inspection. Pupils now make strong progress from their very low starting points and are well prepared for their next phase in education.
- Disadvantaged pupils now make significantly strong progress across the school. Pupil premium funding is used effectively.
- Pupils with special educational needs and/or disabilities (SEND) typically make strong progress. However, on occasions, additional support for this group is not as effective as it could be.
- The curriculum is broad and balanced. It includes a range of exciting topics which are further enhanced by visits and extra-curricular activities. Science and art and design are particular strengths of the school's curriculum.
- Provision in the early years is good. Children typically make strong progress from their very low starting points because of the exciting curriculum and opportunities provided.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that leaders systematically monitor the impact of provision for pupils with SEND.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers' expectations, particularly of the most able, are consistently high
 - teachers, including in the early years, use assessment of learning during lessons to ensure that pupils are suitably challenged.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have been receptive to the support they have received from the local authority since the last inspection. This has contributed significantly to the pace of improvement, particularly in building leadership capacity and in raising the quality of teaching and learning. Leaders are now in a good position to continue developing the school with a much-reduced level of support.
- The headteacher has the respect of staff, governors, the vast majority of parents and carers and the local authority. Staff say that they feel motivated and respected by the senior leadership team. They appreciate the supportive culture that has been created.
- Senior leaders' evaluation of the school's strengths and weaknesses is accurate. They have effectively communicated a clear vision for improvement. Through this, they have implemented necessary changes and raised standards.
- Current plans for school improvement are based on an accurate view of the school's strengths and weaknesses. Senior leaders closely monitor actions taken, using set timescales and milestones. Consequently, changes made have become embedded and are being sustained.
- Leaders of English and mathematics have an accurate view of the quality of teaching and learning in their subjects. They have effectively implemented changes and improved outcomes for pupils.
- The curriculum is broad and balanced. Work in pupils' books shows that they benefit from a wide variety of interesting topics across all subjects. Science is now a strength of the school's curriculum. Pupils are provided with opportunities to develop their scientific reasoning skills through the various investigations they complete. Work in books is completed to a high standard and many pupils say that science is now a favourite subject. The curriculum is enriched through a range of extra-curricular activities, which are well attended.
- Art and design is another strength of the curriculum. Projects are displayed throughout the school and are carefully linked to other areas of the curriculum, which extends pupils' experiences. These projects highlight the high level of skills pupils are developing. Pupils are given opportunities to explore different techniques and styles and are exposed to a wide variety of artists, including Van Gogh and Renoir.
- The leader for SEND is effective because he knows the individual needs and backgrounds of pupils well. Many parents were keen to tell inspectors of the quality of the support they feel their children receive from the combined work of the school and outside agencies. This is particularly true of parents with children with medical and physical disabilities.
- Work in pupils' books shows that, overall, pupils with SEND make strong progress in reading, writing and mathematics. However, this progress is variable across the school. Provision for pupils with SEND is planned with pupils' needs in mind. However, it is not systematically monitored to check the impact it is having on pupils' progress. As a result, less effective interventions are not adapted quickly enough to ensure that all

pupils with SEND make consistently strong progress.

Governance of the school

- Governors are passionate about the school and the future of every pupil. They have responded well to the outcomes of the previous inspection and have challenged leaders effectively, ensuring that changes and improvements were made.
- Through detailed and accurate reports from the headteacher, governors are knowledgeable about the current strengths and weaknesses of the school and are determined that the school will continue to improve. They make regular visits into school to deepen their knowledge and understanding of the work the school does.
- Governors understand their responsibilities in managing and overseeing the school's finances and the use of additional funding. They are clear about the use and impact of the pupil premium and primary physical education and sport funding. They ensure that these are spent effectively to raise outcomes for pupils.

Safeguarding

- The arrangements for safeguarding are effective. Teachers, teaching assistants and other staff undertake regular training and receive timely updates. They know what they should watch for when considering the well-being of pupils. All staff understand their responsibility to safeguard pupils and the process they should follow. Records show that concerns are dealt with effectively and in a timely manner.
- The school works well with external agencies to provide support for pupils and their families. The school counsellor supports vulnerable pupils with their mental health and provides early intervention to those in need.
- Pupils say they feel safe at school because the adults look after them. All parents who responded to Parent View agreed with the pupils and say that their children are well looked after. Summing up the views of many parents, one stated, 'My child loves going to school and has positive relationships with all the staff, allowing her to feel safe and cared for.'

Quality of teaching, learning and assessment

Good

- Senior leaders have improved the quality of teaching, learning and assessment throughout the school since the previous inspection.
- Teachers' skilful questioning during lessons is effectively used to assess pupils' understanding of key concepts and to reshape lessons accordingly. As a result, pupils' misconceptions are usually challenged and addressed in a timely manner and learning opportunities are maximised.
- Teachers specifically plan learning activities with a strong emphasis on speech and language acquisition. This is a significant need for many pupils. Opportunities to learn new vocabulary are capitalised on and time for pupils to discuss their ideas in lessons allows them to practise using new words in context, leading to increased communication skills.

- Opportunities to recap and apply prior learning are becoming fully embedded in lessons to support pupils' progress. For example, phonics is not just taught in isolation. Pupils are reminded to use their phonics skills and knowledge in other lessons to support their reading and writing.
- Teachers provide purposeful learning activities which are linked to real life where possible. Consequently, pupils understand why they are learning things and their aspirations are growing. One pupil told the inspector that she wanted to become an astrophysicist because she enjoyed learning about space.
- Pupils are now given many opportunities to write at length and across the curriculum. These opportunities allow them to practise and strengthen their skills. As a result, the standard of writing, both in presentation and content, across the school is rapidly improving.
- Work in pupils' books shows that they are given opportunities to use their reasoning skills to solve problems and to explain their thinking. This is particularly strong in Year 2.
- Teachers' expectations of what pupils can achieve have risen since the previous inspection. As a result, activities are now usually well matched to pupils' abilities. However, occasionally, the most able pupils are not sufficiently challenged. Sometimes, they are asked to complete work which is too easy. Consequently, some most-able pupils do not consistently make the progress they could.
- Teachers plan lessons using their accurate knowledge of pupils' needs and prior learning. However, sometimes during lessons, teachers are not checking pupils' understanding quickly enough to move them on to more challenging tasks.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between adults and pupils in the school are positive and based on mutual respect. As a result, pupils demonstrate a good level of social awareness and skill. Pupils describe their teachers as 'helpful' and 'kind'. The school's nurturing environment supports pupils' physical and emotional well-being.
- Pupils feel safe at school and understand how to keep themselves safe in different situations, including when on the internet, when using social media, when in the community and when at home. Pupils speak positively about the lessons they receive each week on how to stay safe. During the time of the inspection, the topic of the weekly lesson was how and when to make a 999 call.
- The vast majority of pupils and parents who spoke to inspectors or responded to the online questionnaire, Parent View, trust the school to deal with any problems effectively, including the rare incidents of bullying. Some pupils are unsure of the difference between general falling-out and bullying. However, they say that the adults in school help them to solve any problems they have.
- Pupils' spiritual, moral, social and cultural understanding is developed well throughout the curriculum. Pupils learn about diversity and display a caring and respectful nature,

regardless of differences. A display in the main entrance of the school showcased work completed on the topic of 'Celebrating our Wonderful World'. However, the pupils' knowledge of different cultures and beliefs is quite narrow.

Behaviour

- The behaviour of pupils is good. Pupils are well mannered and friendly, both inside the classroom and around the school. The vast majority of pupils respond quickly and appropriately to adults' instructions, including during playtimes and lunchtimes. Consequently, very little learning time is lost.
- Pupils are proud of their school and the vast majority enjoy attending. Attendance has improved since the last inspection and is now broadly in line with the national average. Although the proportion of pupils who are persistently absent appears to be above the national average, upon careful examination, some individual pupils have valid reasons for their absences.
- Classrooms, corridors and the outdoors are tidy and the atmosphere is bright and welcoming. Pupils, staff, governors and the vast majority of parents say that they highly value this learning culture.
- Behaviour in lessons is generally good. Pupils consider the views of others and support one another in their learning, creating a collaborative culture in the classrooms. They are eager to participate in lessons. Teachers tackle any signs of misbehaviour promptly and pupils are quick to respond because relationships are so positive. Pupils take pride in their work, present it neatly in their books and are keen to show it to visitors. This is an improvement since the previous inspection.
- Occasionally, when tasks are not well matched to pupils' abilities, some pupils drift into off-task behaviour. This is particularly true of some most-able pupils and some pupils with SEND.

Outcomes for pupils

Good

- Since the previous inspection, outcomes for pupils have improved significantly. Published data shows an upward trend in the proportions of pupils attaining the expected standards in reading, writing and mathematics.
- The vast majority of pupils enter Hetts Lane with very low starting points. In 2018, despite their low starting points, the proportions of pupils who reached the expected standards in reading, writing and mathematics by the end of key stage 1 were broadly in line with the national averages.
- Boys enter Nursery with weaker skills than girls. Although published data shows that a gap in attainment remains at the end of Year 2, by then it has narrowed significantly. School information and work in books of current pupils indicate that boys are making accelerated progress and continuing to catch up with the girls. Currently, the proportion of boys working at greater depth in reading, writing and mathematics is greater than the proportion of girls.
- The proportion of pupils who achieve the expected standard in the phonics screening check at the end of Year 1 has consistently improved since the previous inspection. In

2018, this was broadly in line with the national average. Those pupils who do not reach this standard are well supported to catch up and the majority achieve it by the end of Year 2.

- Teachers' assessments of pupils in reading, writing and mathematics are regularly tracked by senior leaders and moderated both internally and externally to ensure that they are accurate. In 2018, key stage 1 assessments were moderated by the local authority and were found to be accurate. The school was praised for its assessment procedures.
- The school's own assessment information and work in pupils' books indicate that the majority of pupils, including pupils with SEND, are making strong progress in reading, writing and mathematics. Disadvantaged pupils are now making strong progress as a result of carefully targeted and monitored spending of the pupil premium funding.
- Pupils enjoy reading and they read widely and often. Pupils are keen to discuss their favourite books and say they enjoy it when their teachers read to them. A variety of strategies, including phonics skills and self-correction, are used by pupils to read unfamiliar words. They mostly demonstrate a good understanding of what they read and are developing secure comprehension skills.

Early years provision

Good

- Children enter the early years at levels of development that are well below what are typical for their age. From these very low starting points, children make strong progress and many leave the Reception Year with a good level of development. They are well prepared to start Year 1.
- Disadvantaged children make particularly strong progress from their starting points. Due to careful planning and monitoring, these children are catching up with their peers in reading, writing and, most significantly, their early number skills.
- The early years leader is effective in securing good practice. She has an accurate view of the strengths and weaknesses within the early years and these are clearly communicated and understood across the whole team. This results in a cohesive vision and delivery of an effective provision for all children.
- All adults are aware of the needs of the children, including their individual gaps in learning. These are used to carefully plan learning opportunities and activities which are well matched to children's needs, and good progress is evident in their work.
- Adults regularly and purposefully engage children in conversation to support their speech and language skills, as this is a particular weakness for many children. As a result, children are making good progress in this area. Children are confident and happy to talk to visitors about their learning.
- The teachers think carefully about the themes they plan learning around in order to capture the interests of all pupils, but particularly the boys. The theme at the time of the inspection was 'pirates'. Using this theme, all areas of learning were catered for in the activities provided for the children, who were clearly captivated by it. One child excitedly told the inspector, 'I love it when pirates make people walk the plank!'
- Strong relationships between adults and children alike are evident. Children work

collaboratively and show respect for each other. Adults in the early years encourage children to be confident and to develop a 'have a go' attitude. As a result, they are eager to join in activities.

- Engagement with parents begins before children start in the Nursey. Parents, along with their children, visit the school to meet staff. These visits help children and parents be well prepare for life at Hetts Lane. Typically, parents say they enjoy supporting their children with their homework projects. While some parents contribute towards their child's assessments, this could be more widely encouraged.
- The varied activities provided for children capture their interests and children demonstrate their developing perseverance skills. A group of children were sitting stringing pasta onto a length of wool to make a necklace. This task required concentration and precision, yet they stuck at it until their necklaces were complete.
- Although children are usually highly engaged in the activities provided, sometimes they do not independently choose activities which would be most appropriate for their learning needs. Adults do not always redirect them to these activities to ensure that they are consistently challenged. This is particularly true of some boys.

School details

Unique reference number	122496
Local authority	Nottinghamshire County Council
Inspection number	10087366

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

Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Nick Crew
Headteacher	Lucy Standcliffe
Telephone number	01623 842 224
Website	www.hettslane.com/
Email address	head@hettslane.notts.sch.uk
Date of previous inspection	28 February–1 March 2017

Information about this school

- Since the previous inspection, the school has been in receipt of support from the local authority.
- The proportion of pupils who are disadvantaged is higher than the national average.
- The vast majority of pupils are from a White British background.
- The proportion of pupils with SEND is average.
- Pupils are taught in single year groups.

Information about this inspection

- The inspectors observed learning in 13 lessons across all classes. Five of these were carried jointly with the headteacher, including a learning walk across the school. Work in pupils' books, covering a range of subjects, abilities and year groups, was looked at with senior leaders.
- The inspectors met with the headteacher and the leaders responsible for English, mathematics and pupils with SEND. They also met with members of the governing body. The lead inspector spoke with a representative from the local authority who has been supporting the school since the previous inspection.
- Inspectors spoke informally with pupils during lessons, breakfast club and breaktimes. The lead inspector also met with a group of pupils formally to consider their views of their school.
- The inspectors considered the 29 responses to Ofsted's online survey, Parent View, and the 29 written comments from parents. They spoke informally with parents at the start of the school day. An inspector also spoke to a parent who requested a meeting.
- The inspectors looked at a range of documentation, including: the leaders' self-assessment of the school's performance; the school improvement plan; reports of support provided by the local authority; governing body minutes and reports; the school's most recent information on pupils' progress; and information relating to safeguarding, behaviour and attendance.

Inspection team

Heidi Malliff, lead inspector	Ofsted Inspector
Christopher Wheatley	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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