



# Hetts Lane Infant and Nursery School

## Inspection Report

**Unique Reference Number** 122496  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281281  
**Inspection dates** 2 March 2006 to 3 March 2006  
**Reporting inspector** Mr. Michael Best LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hetts Lane
<b>School category</b>	Community		NG20 0AS
<b>Age range of pupils</b>	3 to 7		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623842224
<b>Number on roll</b>	216	<b>Fax number</b>	01623845056
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Brian Smith
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Miss. Sarah Cahill

Age group	Inspection dates	Inspection number
3 to 7	2 March 2006 - 3 March 2006	281281

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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

The school is similar in size to other primary schools. Pupils come from in and around Warsop. Pupil mobility is low. Social and economic need is above the national average. Most pupils are from White British backgrounds and speak English as their first language. The attainment of children entering the Foundation Stage is below average. The overall proportion of children with learning difficulties is similar to the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

This is an improving school that provides good care and support for the children. Inspectors agree with the school's evaluation that, at present, its effectiveness is satisfactory. Standards are rising and the school's capacity for further improvement is good. It provides sound value for money. Children have positive attitudes to work and behave well. They enjoy good relations with each other and with adults, and are successfully involved in planning and developing the school. The school's curriculum focuses well on children's personal and social needs, and successfully promotes their interest and enjoyment. The school has strong links with parents and its other partners. The standards and quality in the Foundation Stage are satisfactory. Standards at the end of Year 2 are broadly similar to the national averages in reading, writing and mathematics. Achievement is satisfactory. The school has good procedures for tracking children's progress but teachers' use of this information is not consistent. Children with learning difficulties often make good progress but more able pupils do not always achieve as well as they could. Teachers regularly share learning goals with learners, but these do not always have a sharp enough focus and the pace of some lessons is not fast enough. The clear and purposeful vision of the headteacher is successfully driving the school forward. Priorities for improvement are well chosen and effectively resourced. Many subject leaders have recently joined the school and are still developing their management roles. The governing body is supportive but its role in evaluating the school's work is underdeveloped.

### **What the school should do to improve further**

- Ensure that all pupils, particularly the more able, are consistently challenged.
- Improve the pace and focus of lessons.
- Develop subject leaders' skills in analysing achievement and monitoring teaching and learning.
- Improve the role of the governors in evaluating the work of the school.

## **Achievement and standards**

### **Grade: 3**

When they start in the Foundation Stage, many children have limited skills and experiences, particularly in language and communication. The proportion of children reaching the early learning goals by the start of Year 1 is slightly below expectations. Standards at the end of Year 2 in the 2005 National Curriculum assessments were broadly average. Results were higher in reading and mathematics than in writing. These results show good improvement on previous years and represent success in meeting the challenging targets set by the school. Achievement is satisfactory. Although girls do better than boys, the differences are not significant compared with other schools. Children make satisfactory progress as they move through the school. Those with additional learning needs often make good progress. Those learning English as an additional language make sound progress. However, children who have the capacity to work at higher levels do not always achieve as well as they could. The school has

rightly identified this shortcoming. Staff are improving their use of tracking and analysis of learners' performance to help children reach more challenging targets. Although the impact of this is starting to show through in learners' work, it is not yet consistent across the school.

## **Personal development and well-being**

### **Grade: 2**

Children say they thoroughly enjoy coming to school. They are keen to do well and have 'loads of friends'. Attendance is similar to the average for other primary schools, with some unauthorised absence. Throughout the school, positive relationships between adults and each other promote children's personal development well. Spiritual, moral, social and cultural development is good because the school places a strong emphasis upon developing children's self-esteem. Assemblies, class discussions and activities successfully extend children's spiritual awareness and their social skills, helping them to become increasingly thoughtful, sensitive and mature. Visits and visitors successfully promote their cultural development. Behaviour in and around the school is good and children know the consequences of breaking the rules. Children have a good understanding of the importance of healthy eating, regular exercise, and keeping safe. They help each other in lessons and in the playground, and show a good respect for each other's views and property. Children successfully contribute to the school community. They confidently share their ideas in class and representatives regularly discuss these with the headteacher. Children much appreciate that their views are taken seriously and acted upon. Older children take their greater responsibilities in the school seriously, for example, by conscientiously acting as 'playground buddies'. Children's development of key skills in literacy, numeracy and information and communication technology is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory, reflecting the school's own evaluation. Teachers and support staff work well together to provide effective support for those with additional learning needs. Teachers have high expectations of children's behaviour. Learners are keen to succeed, and they respond promptly and positively to instructions. Homework is popular with children and parents alike, and is successfully helping to improve standards, especially in reading. Where teaching is good, staff use a good range of teaching styles and resources, including the interactive white board, to interest and stimulate learners. In such lessons, staff share specific learning objectives with learners and use questions effectively to check progress at the end of each lesson. They actively involve learners in reviewing their own progress, making choices and taking responsibility for their learning. Time is well used and there is a 'buzz' of excitement as children make good strides in their learning. Where teaching is only satisfactory, the pace of learning is not fast enough throughout the lesson. Teachers

do not always give learners, particularly the more able, a sharp enough understanding of what they expect them to achieve. The school has effective systems for assessing and recording learners' attainment and progress, but teachers do not consistently use this information to challenge learners, particularly the more able.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum in Years 1 and 2 is broad and balanced, and well enriched by creative activities. Shortcomings in religious education and physical education identified at the time of the previous inspection have been successfully resolved. The curriculum for children in the Foundation Stage is sound. Staff are working well to improve the balance between adult-led and child-chosen activities. Throughout the school, the curriculum takes good account of children's personal and social needs. Children's increased enjoyment of learning and improved good behaviour in lessons are contributing to rising standards. Teachers successfully plan interesting links between subjects and to harness children's creativity. They make good use of visits and visitors to widen children's knowledge and understanding. Specialist teaching in physical education is successfully helping children to develop a good range of skills and their enjoyment of different activities. During the course of the school year, the school provides pupils with a good range of extra-curricular activities.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of the children. Daily routines are well established. Staff know children as individuals and support them well. Children feel safe in the school and are confident that they have an adult to go to if they have a problem. There are effective procedures in place to promote children's attendance, attitudes and behaviour. Child protection procedures and health and safety systems are robust. Children and parents benefit from the school's close work with many other professionals and increased links with parents and carers. There are good systems in place to record information about children's achievements and to track their progress as they move through the school. However, the school has rightly identified that teachers do not always make the best use of this information in their lessons. Children have individual targets for improvement and are becoming more certain about what to do to improve their work.

## **Leadership and management**

### **Grade: 3**

The school enjoys the confidence and trust of parents and carers who recognise that their children are in safe hands. The headteacher leads and manages the school well. Her clear and purposeful vision for the development of the school is well focused on raising standards, and is enthusiastically shared by all staff. The headteacher and her deputy work well together. The school's priorities for improvement are ambitious but

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achievable because of the strong team spirit that is committed to success. Improved results in the statutory assessments in 2005 bear witness to the effective implementation of plans to raise adults' expectations of what children can achieve, and to make the curriculum more relevant to their needs. The school's self-evaluation gives an honest picture of its work, and takes sound account of the views of its stakeholders. Good analysis of pupils' performance, together with effective monitoring of teaching and learning, by senior staff has successfully identified the way forward, particularly in raising the achievement of more able learners. After a period of change, the staff team is now stable. Many subject leaders are newly in post and are developing their management roles. The school has successfully addressed the issues identified at the previous inspection and its capacity for further improvement is good. Governors are supportive of the school. They have a satisfactory understanding of the school's strengths and weaknesses. However, their role in evaluating their work of the school is not sufficiently robust. The budget is effectively deployed, with reserves broadly within recommended levels.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome when we visited your school recently. We really enjoyed hearing from you about all the exciting things you do in school. We are particularly pleased to see the success your ideas for improving lunchtimes and how well the playground 'buddies' carry out their duties; well done, everyone! We are impressed by your good behaviour and how well you get on with everyone in the school. As you say, you know the rules and stick well to them. Miss Cahill, your headteacher, runs the school well. She and the staff are working very hard to improve the school. They look after you well and give you a lot of support. To help you enjoy your learning more, they plan lessons that involve you more in practical work and invite experts in to help teach you physical education and history. We're delighted to hear how much you enjoy your homework and to see how much your reading is improving as a result. Your teachers know how well you are doing but we would like them to use this information more to help you do as well as you could. We're pleased that you know your personal targets for improvement, but we would like your teachers to explain more clearly exactly what they want you to achieve in your lessons and so that you can learn to work faster and more effectively. Many of your teachers are new to the school. We want them to spend some time visiting other classes to see what you are learning about and how well you are doing. We also want the governors to find out more for themselves about how well the school is doing. From our discussions with you, we know that you will be pleased to help them find these things out. Keep working hard and enjoying school.