

Hetts Lane Infant and Nursery School

Inspection report

Unique Reference Number	122496
Local Authority	Nottinghamshire
Inspection number	327742
Inspection dates	25–26 March 2009
Reporting inspector	Rajinder Harrison

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	222
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Christopher Guy
Headteacher	Miss Sarah Cahill
Date of previous school inspection	2 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hetts Lane Warsop Mansfield Nottinghamshire NG20 0AS

Age group	3–7
Inspection dates	25–26 March 2009
Inspection number	327742

Telephone number

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Age group 3–7

Inspection dates 25–26 March 2009

Inspection number 327742

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized infant and nursery school. Almost all pupils are of White British origin. The percentage of pupils with learning difficulties and/or disabilities is broadly average, although the proportion with a statement of special educational needs is below average. These pupils' needs cover a wide range that include specific learning needs, speech and language, behavioural and moderate learning difficulties. The school has an above average number of pupils eligible for free school meals.

The school's Early Years Foundation Stage provision is organised as the Nursery and Reception classes. Children start in the Nursery at the age of three. The school has a significant number of pupils who join the school at times other than the start of Nursery.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Under the good leadership of the headteacher, the school provides a good education for its pupils. The school is a happy place where children thrive and develop well. Their behaviour is outstanding. They feel secure and valued at school, form good relationships and always try their best. They enjoy the interesting activities staff organise to make learning fun. Their good achievement shows that they love learning. Pupils are eager to be at school but a few are absent too often. Parents are overwhelmingly supportive, a typical comment being, 'the teachers are brilliant with the children and make them feel valued and important'.

Achievement across the school is good. Children start in the Nursery with attainment levels below those expected at this age. The many exciting activities and experiences help them to grow in confidence and independence. Consequently, they make a good start to their learning. At the end of the Early Years Foundation Stage, most attain average standards in all but writing and their general knowledge of the world. Pupils continue to achieve well in Years 1 and 2 because teaching is good. The increased focus on reading and mathematics has seen a rise in standards in these subjects since the last inspection. In the teacher assessments of 2008, pupils in Year 2 attained average standards in reading, writing and mathematics. Current Year 2 pupils are working at slightly higher levels, although standards in writing are not as high as in reading and mathematics. While girls continue to perform better than the boys, the gap is narrowing. New reading material and the introduction of themes such as volcanoes and castles are encouraging boys to take a greater interest in reading and writing. As one boy said, 'I like reading about why they built castles and dungeons'. Pupils who need extra help with their learning achieve well because they receive good support. This level of support is not always targeted sufficiently well at the more able pupils to help them achieve more. The good curriculum, with its wide range of additional activities, is planned well to help pupils achieve well in their learning and personal development. Opportunities to develop pupils' understanding of the cultures and traditions in the world beyond Warsop are less well developed. Pastoral care arrangements are very good. Teachers provide pupils with challenging but realistic targets and sound advice on how to improve their work successfully.

Because leadership and management are good, there has been good improvement since the last inspection. The headteacher involves staff and governors in identifying the right improvement priorities and evaluating the school's performance. Through good subject leadership, improvements in teaching and the curriculum have resulted in higher standards. The headteacher has a good grasp of the need to use assessment data to set challenging targets and to hold teachers to account for the progress of pupils in their classes. Despite the school's good efforts, a few parents keep their children off school too often and this affects their progress. Good links with local communities and nearby schools support pupils' personal and academic progress well. Links with the wider world, both home and abroad are less well developed. Raising standards has a high priority and given that leaders have been successful in doing so already, their capacity to improve the school further is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start in the Early Years Foundation Stage because staff have high expectations of what children can do. As many lack confidence when they first start, nurturing their personal and social development has a high priority and children's welfare is promoted

outstandingly well. Adults pay considerable attention to children's well-being, sensitively supporting those who need additional guidance. Consequently, children gain in confidence, enjoy learning and try hard. Classrooms buzz with excitement as children explore and discover freely. They work happily with others and because relationships are good throughout, they ask questions confidently because they know all the adults will help them. Good liaison with parents is evident in the way parents praise the school for helping their children settle so quickly, making comments such as, 'My child loves Nursery and constantly talks about what she has learnt.' Parents are very confident they can discuss any concerns with staff because 'everyone is so approachable'.

Good leadership is reflected in the way all staff are involved in planning and teaching. Staff assess all children closely by watching and talking to them about their work and identify early those who need additional support. Good teaching helps children achieve well. Creative planning ensures children have a wide range of imaginative activities to explore and discover. Staff make good use of all the spaces inside and out to extend children's learning. Children particularly love the extensive play equipment in the outside area. Independent tasks are balanced carefully with those that are led by staff. Adults guide children effectively and intervene with questions frequently. They check that children try everything and steer them gently to activities they find more challenging, for example, writing. Occasionally, the more able children are not challenged enough. The Nursery is not located in the main school, and so Nursery children have too few opportunities to learn from and relate to older children.

What the school should do to improve further

- Raise the expectations of pupils, particularly the more able, in writing, in order to increase achievement and raise standards in this subject.
- Encourage all parents to send their children to school regularly.
- Promote pupils' awareness and understanding of the wider world both in this country and abroad.

Achievement and standards

Grade: 2

Pupils make good gains in Years 1 and 2. The school's data shows standards in Year 2 to be average in reading, writing and mathematics. This year's Year 2 pupils are doing even better than those in 2008, especially in their reading and mathematics. Standards have risen in the last two years because the school has taken the right action to improve provision. Standards in reading have improved because pupils find the new reading books more exciting. Strategies to develop pupils' word building skills are more effective and pupils read to staff regularly. In mathematics, pupils spend more time on their calculation and problem solving skills through practical activities that benefit all pupils but particularly those who find learning difficult. These pupils receive very good guidance from teachers and skilled support staff, so that they can take part in all lessons and achieve as well as their classmates. Every effort is made to help the few who have low attendance to catch up with their work and their progress is generally at least satisfactory.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Many pupils join the school with poorly developed social skills. The school's supportive environment helps them gain

confidence and independence quickly. Pupils say that they feel very safe in school because staff deal with any problems promptly. They form good relationships. Pupils' behaviour is outstanding because they know this is the way they should be at school. Pupils understand well the importance of staying safe and healthy. For example, most eat healthy lunches, enjoy physical activities and play safely in the playground. Pupils are very proud of their school and contribute well, for example, as school council members, playground buddies and servers at lunchtimes. They are involved in recycling and other community events. They are kind to others and regularly raise funds for charities at home and abroad. Many enjoy the numerous school clubs, particularly the breakfast club where they socialise with junior school pupils who act as good role models. Pupils' attendance has improved. A few still fail to attend regularly through no fault of their own, but when at school, they work hard because they enjoy learning. Visits and visitors extend pupils' awareness of other cultures well. Although their understanding of the multicultural nature of British society is less well developed, pupils know that differences should be valued and respected. Their good academic achievement and their good personal attributes, ensure pupils are well placed for future success.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations of pupils' behaviour and progress. Imaginative themes, such as learning about volcanoes, that link work across subjects, help pupils see the relevance of their learning and make lessons fun. Lessons are prepared well, ensuring that work is accurately matched to pupils' needs. Teachers generally involve pupils well in lively question and answer sessions and pupils respond enthusiastically. Their response is even better when they explore and discover for themselves. Pupils particularly enjoy the practical approaches that teachers use, for example in mathematics, to help them understand their learning better. Resources, including computers, are used well to support teaching and learning and to make lessons more visual for those who prefer this approach. The less able pupils are well supported so that they are fully included. Teaching assistants are very accomplished and contribute well by providing targeted support to small groups. This same level of support is not always extended to more able pupils, particularly in their writing tasks. Occasionally, progress in lessons is slow when teachers spend too long directing pupils, causing a few to lose interest and concentration.

Curriculum and other activities

Grade: 2

The curriculum is successfully designed to make learning interesting and fun. Teachers use pupils' interests and ideas, such as role play, drama and independent research, to develop learning, for example about castles and battles. Such topics enthuse pupils as they learn to make sense of the world. Pupils' reading skills have improved as a consequence and because such activities bring learning alive, boys are taking a greater interest in writing. Provision for pupils who need extra help with their learning, is good and many attend extra sessions after school so that they can achieve more. Learning is further enhanced through many visits and pupils working with many visitors such as the emergency services. A good personal, social and health education programme supports pupils' personal development well, particularly their understanding of environmental issues and the need to look after the world for the future. The curriculum is resourced well, with good use of information and communication technology to support teaching and learning. Many additional activities, such as sports, art and games clubs,

are well attended and extend pupils' interests and learning effectively. Opportunities to enhance pupils' knowledge of the wider world community are less well developed.

Care, guidance and support

Grade: 2

Care arrangements are very good. 'No parent could ask for a more caring school', is typical of parental comments. Child protection and health and safety procedures all meet requirements. Adults who come into contact with pupils are vetted appropriately. Pupils who need specific help are supported sensitively. Good links with external agencies ensure they are consulted promptly when necessary. Pupils who find learning difficult are supported well so they can participate successfully in all activities. Good family learning opportunities that include trips, breakfast club, after-school clubs and workshops, encourage parents to support their children's learning. Excellent links with the junior school help pupils prepare well for the next stage of their education. Despite the school's good efforts to improve attendance, a few families continue to keep their children off school too readily.

Academic guidance is good. Attainment is tracked regularly to set challenging individual targets. Teachers use assessment information to plan precisely what pupils are expected to learn and senior managers check this happens. Good systems quickly identify when pupils fall behind and they receive relevant and effective support to help them catch up. Teachers mark work regularly and offer supportive comments. Occasionally, comments are too general to show pupils how to improve their work.

Leadership and management

Grade: 2

The headteacher, staff and governors ensure that pupils learn in a friendly and safe environment where everyone is valued. The school's ethos encourages a love of learning and a belief that all pupils will achieve well. The headteacher's enthusiasm inspires effective teamwork. She has high expectations of pupils and staff and is supported well by senior leaders. They ensure that agreed improvements are implemented consistently and staff are held to account regarding the progress pupils make in each class. The monitoring of teaching and learning is rigorous. Staff have the support and training they need to carry out their roles successfully. Subject leaders drive developments effectively, hence, for example, the improvement in teaching reading and mathematics. As a result, standards have improved. School leaders agree that the more able pupils could be challenged more. Governors take their responsibilities seriously, particularly in asking probing questions regarding developments. Regular visits enable them to monitor the school's performance and offer their support. Governors have agreed an appropriate community cohesion plan and pupils have a good understanding of their local community. Links with diverse communities beyond the local area and with other countries are less well developed. Partnerships with the local schools and colleges are very good and support curriculum enrichment well.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

27 March 2009

Dear Children

Inspection of Hetts Lane Infant and Nursery School, Warsop, NG20 2AS

Thank you for welcoming us to your school. We enjoyed our visit very much and this letter is to tell you some important things we found out while we were with you.

You go to a good school. We liked these things best.

- You make a good start in the Nursery because you have exciting and interesting things to do and lovely things to play with.
- You work hard and do well in your work.
- Your behaviour is excellent and you care for others kindly.
- You have a good understanding of how to stay fit and healthy, and to keep safe.
- All adults in the school make sure you are well looked after.
- Your teachers listen carefully to what you have to say, and prepare interesting lessons. Teachers and all the other helpers support you well with your work.
- The curriculum, that is all the things that your teachers plan for you to do, including lessons, before and after school clubs, visitors, visits and special events, is good and encourages you to learn interesting things.
- Your headteacher and other people who help run your school do a good job in making sure you are well prepared for the future.

Even a school as good as yours, has things that could be better. We want your teachers to make sure they always give you the work you need to achieve your best, especially in writing. We have also asked the school's leaders to make sure all of you come to school regularly so that you learn even more. We would like the school leaders to provide more opportunities for you to learn about the different communities in other parts of this country and countries abroad.

With very best wishes for your future success.

Yours sincerely

Rajinder Harrison

Lead inspector