

Prospect Hill Infant and Nursery School

Inspection report

Unique Reference Number	122729
Local Authority	Nottinghamshire
Inspection number	340202
Inspection dates	24–25 June 2010
Reporting inspector	Terry Elston

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Janet Pimperton
Headteacher	Kathryn Lancaster
Date of previous school inspection	15 January 2007
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Introduction

This inspection was carried out by three additional inspectors who observed all eight teachers teaching a total of 14 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress, the organisation of different teaching groups, attendance data and information from questionnaires completed by pupils, staff and 88 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in reading and whether action taken by the leaders is improving attainment
- the extent to which pupils are given an understanding of how to improve their work
- how well the provision meets the needs of lower attaining pupils.

Information about the school

This is a school of average size where the vast majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the number known to be eligible for free school meals. The school has Healthy Schools status and the International Schools award. There is a breakfast club, and care provision for up to eight Nursery children in the afternoons managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where pupils flourish in all areas of their development. They make an excellent start in the Early Years Foundation Stage and continue to make rapid progress through the school. By Year 2, their attainment is consistently high and they leave very well prepared for the future. The slight dip in reading in 2009 has been rectified quickly by focusing clearly on pupils' word building skills, and their attainment is now as high as in other subjects.

Pupils' impeccable behaviour and thirst for knowledge are key reasons for their success. They listen carefully to the teachers and work diligently throughout the lesson. Teachers in every class have helped develop these qualities by making their expectations for pupils' work and behaviour very clear. They plan exciting tasks that are challenging but achievable so that all groups of pupils achieve equally well. Teachers ask probing questions to assess pupils' understanding and set clear targets to help them improve. Their helpful comments on pupils' work make the next steps very clear, and do much to accelerate their progress. The groups for lower attaining pupils are very well managed, and they make excellent progress.

The exciting curriculum is planned with a strong focus on basic literacy and numeracy skills while providing many opportunities in the broad themes for pupils to develop independence and enhance their creative talents. The curriculum provides much to foster pupils' spiritual, moral, social and cultural development, and the impact is clear in the way pupils think deeply about important issues across the world, have an excellent sense of right and wrong and work so productively in groups.

Parents and carers are right to see the school as a place where their children are made to feel exceptionally safe and valued. A typical comment was, 'The staff always go that extra mile to ensure children are safe, happy and exceptionally well educated'. Teachers make a point of praising pupils for their good work and behaviour and this makes them want to come to school every day. However, despite strenuous efforts by the school, a small minority of pupils miss too much time, often because their parents or carers take them on holiday in term time. This hampers some pupils' progress. Parents and carers appreciate the well-managed breakfast club that gives their children such a good start to the day.

The headteacher is highly respected by the whole school community. She constantly strives to make improvements to the school by building on its strengths and tackling weaknesses with great determination. The school has made rapid progress since the last inspection, particularly in the quality of teaching and learning and the information to pupils on their progress. This has been achieved by regular checks on teachers' work,

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the development of comprehensive systems to assess pupils' progress and the setting of clear targets for improvement.

What does the school need to do to improve further?

- Improve attendance by:
 - doing more to discourage parents and carers from taking their children on holiday in term time
 - ensuring that they understand fully the impact of good attendance on their children's progress.

Outcomes for individuals and groups of pupils

1

Pupils are very enthusiastic learners. In the lessons observed, pupils concentrate hard in lessons and made exceptional progress. They read with expression with a very good store of known words for their ages. They enjoyed writing, and gained great benefit from learning to join their letters in the Reception classes. As a result, by Year 2, their work was presented well and they were able to write long pieces about magic beans and produce a detailed character study of an old person. In mathematics, pupils develop into young mathematicians, learning how to count quickly in their head, measure the lengths of objects accurately and work out money problems swiftly.

Pupils with special educational needs and/or disabilities benefit from excellent support from teachers and skilled teaching assistants. As a result, they make rapid progress and grow in confidence.

Pupils' outstanding personal development makes an important contribution to their academic progress. Their exceptional awareness of how to live healthy lives is evident in the way even the youngest children talk knowledgeably about the best foods to eat and how regular exercise strengthens the heart. This has been recognised by the Healthy Schools and Activemark awards. Pupils' economic well-being is well provided for because of their highly developed literacy, numeracy and computer skills, strong sense of teamwork and enthusiastic involvement in enterprises that raise funds for the school. They take responsibility for their community exceptionally well. For example, they enjoy improving their school as members of the school council and are helping design play facilities in the nearby playing field.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The consistently high quality of the teaching means that pupils learn very quickly in all classes. A strength of the teaching is the way teachers make the learning expected in lessons clear at the start and refer back to it so that pupils can check on their progress. Expectations of pupils' work are very high, and they relish the challenge of having to do their best work every time. Teachers are skilled using the interactive whiteboards, and these do much to help pupils master skills such as creating lists to make Pirate Pete's punch and work out an exciting beginning to their story about the Stick Man. Teachers assess pupils' work accurately, and use the information well to plan further work.

The curriculum meets the needs of the different abilities in the classes exceptionally well. It provides extensive opportunities for pupils to learn about life in other parts of the world, and the good links they have with schools overseas mean they know about the realities of life in other countries. A wide range of visits and visitors, and an excellent number of popular clubs enrich the curriculum and help to make learning fun.

The school has a very strong family ethos where pupils are made to feel special. Consequently, they feel very confident about school life and learning. Day-to-day pastoral support and guidance is a great strength of the school and staff provide excellent role models upon which pupils base their own attitudes and behaviour. The school has developed very effective strategies to promote exemplary behaviour and pupils value the praise and rewards they receive. The school has done much, and with some success, to improve attendance and to reduce holidays being taken in term time. Pupils whose circumstances make them vulnerable and those with learning difficulties and/or disabilities receive excellent support in the classroom and at other times,

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ensuring that they achieve as well as everyone else.

Transition arrangements are excellent. There are lots of opportunities for older pupils to find out about what to expect in the next stage of their education. They mix regularly with pupils at the adjacent junior school, and enjoy taking part in joint educational visits. Very strong links with many external agencies ensure pupils' care and well-being. For example, the school nurse is a regular visitor and makes a significant contribution to pupils' awareness of health and safety issues.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is very effective at providing equal opportunities for all pupils. The rigorous monitoring of progress by different groups goes alongside a consistent focus on respecting one another's differences. As a result, pupils make friends irrespective of race, age or gender.

The headteacher has created a very strong team of leaders who share her ambitions for the school's future. They evaluate the quality of teaching and learning rigorously, and ensure that all staff are clear about how they can help drive improvements.

The leaders have developed very close links with other schools in the area in order to share good practice and benefit from cost-effective joint training. There is an excellent partnership with parents and carers who are delighted with the provision for their children and the quality of information about the school.

The school promotes community cohesion well, and has gained the International Schools award. Pupils learn much about different faiths and cultures in this country and across the world through a wide range of visits and visitors and fruitful links with schools in Canada and North Africa. The school also make good use of parents and carers from different cultures to give pupils first experiences of the lives of others in the world.

The governing body supports the school well. Governors visit often and make detailed evaluations of the school's work. They play an important role in ensuring safeguarding systems are robust, and the check on procedures regularly. Although many governors are new to the role, they are beginning to develop the skills to hold the leaders to account.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is outstanding. They make excellent progress, and many exceed the levels expected of children their age by the end of Reception. Their creative skills are relatively weak when they enter school, but they soon learn to experiment with materials and produce striking pictures of flowers and cars. The school prepares children well for starting in the Nursery class so they settle quickly to school routines, feel very safe and learn quickly. The teaching and learning in the Nursery and Reception classes are consistently of a high quality, and children enjoy many opportunities to explore the world around them and discover things for themselves in the classroom and out in the stimulating play area. Expectations of children are very high, and they soon learn to persevere with aspects of learning they find hard. They are encouraged to develop their independence, make reasonable choices and take calculated risks. They choose happily from the wide range of exciting activities on offer, and make equally good progress in their academic, social and practical skills. For example, they enjoy learning how to make words from sounds almost as much as equipping their pirate ship and deciding where to plunder. Staff observe children's learning and development very carefully, and use these observations very well to plan future activities.

Children work in a secure environment and are supported by adults who know their individual needs exceptionally well. They learn the rules quickly and behave exceptionally well. The provision is led and managed to a high standard, with excellent communication between the two classes and a clear focus on how to make improvements. The care facilities for the youngest children provide safe and stimulating experiences and are valued highly by parents and carers.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The number of responses to the questionnaire is broadly in line with that normally found in a school this size. Parents and carers' views are extremely positive, and they feel that the school gives children an excellent start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the high quality of the teaching and communication between home and school concerning their children's progress. They appreciate the very strong leadership and management and the way the school keeps improving. Parents' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prospect Hill Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	76	19	22	1	1	1	1
The school keeps my child safe	64	73	22	25	2	2	0	0
The school informs me about my child's progress	52	59	33	38	2	2	1	1
My child is making enough progress at this school	50	57	35	40	2	2	1	1
The teaching is good at this school	63	72	24	27	1	1	0	0
The school helps me to support my child's learning	56	64	31	35	1	1	0	0
The school helps my child to have a healthy lifestyle	60	68	27	31	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	66	27	31	1	1	0	0
The school meets my child's particular needs	52	59	34	39	0	0	0	0
The school deals effectively with unacceptable behaviour	46	52	39	44	1	1	1	1
The school takes account of my suggestions and concerns	49	56	35	40	1	1	1	1
The school is led and managed effectively	51	58	30	34	3	3	1	1
Overall, I am happy with my child's experience at this school	56	64	30	34	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of Prospect Hill Infant and Nursery School, Nottinghamshire, S81 0LR

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside in your beautiful grounds. The many of you who were kind enough to speak to us showed how proud you are of your school. You think yours is a brilliant school, and you are right.

What we found out about your school

You work hard and make excellent progress. Your behaviour is outstanding, and this helps to make school a happy place. You have a really good knowledge of how to keep safe and live healthy lives. You think a lot about people in different countries who are poor, and you try to help them. You enjoy school, but a few of you have too many days off and miss important lessons. Your headteacher and other leaders are always looking for ways to make your school even better. You have a really interesting range of activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are really good at helping you when you find things difficult. All staff at the school take excellent care of you and keep you safe. The school makes sure your parents and carers know just how well you are working.

We would now like the school to:

- make sure that as many as possible of you come to school every day.

I wish you well for the future.

Yours sincerely

Terry Elston

Lead inspector.

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