

Prospect Hill Junior School

Inspection report

Unique Reference Number	122730
Local Authority	Nottinghamshire
Inspection number	340203
Inspection dates	23–24 November 2009
Reporting inspector	John Paddick

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Stewart Hutchinson
Headteacher	Sue Osborn
Date of previous school inspection	6 April 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at lesson plans, the school improvement plan, governors' minutes and a full range of written work produced by the pupils. Inspectors also analysed questionnaires from parents and carers, pupils and staff.

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

- standards being reached throughout the school in English and mathematics
- the rate of progress of all groups of pupils
- target setting and assessment procedures
- the quality of the curriculum and the extent to which it has improved
- effectiveness of management systems in securing good rates of progress.

Information about the school

The school is an average sized junior school serving an area to the north of Worksop. Pupils are mainly from White British backgrounds. There are small numbers from minority ethnic groups and very few of these are at an early stage of learning to speak English. Of the pupils on roll, around seven per cent qualify for free school meals, which is less than in most schools. Around a fifth of the school's pupils have special educational needs, which is an average proportion. The school has International School, Healthy School and Extended School awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

Prospect Hill Junior School provides its pupils with a good standard of education. The effectiveness of leaders and managers at all levels, including governors, are central to the school's success. The headteacher provides good leadership. The school has improved substantially since the previous inspection. It has been successful in taking effective action to improve teaching, assessment and the curriculum. This has resulted in considerably improved standards. Capacity for further improvement is good because self-evaluation procedures provide a clear agenda for further development. Leaders and managers are firmly committed to consolidating the good standard of education that the school provides and then moving on to the next level. Currently, the school provides good value for money.

During their time in school, all groups of pupils, including those from minority ethnic groups, for example from Poland, and those with special educational needs and/or disabilities, make good progress. Achievement is good because overall standards rise as pupils move from Year 3 to Year 6. Unvalidated national test results for Year 6 pupils in 2009 were above average and much better than in 2008. Current standards in Year 6 reflect the success of 2009. Many pupils in Year 6 are producing work at a level more usually found in the first two years of secondary education. Standards of written English are well above average and higher attaining pupils can speak confidently about how to solve quite demanding problems in mathematics. Pupils enjoy their education and co-operate well with their teachers and teaching assistants. Their behaviour is good in lessons and this contributes well to the harmonious atmosphere in school. Pupils all learn Spanish and benefit from a well-established pen pal link with a school in Mexico.

A key feature of the school's good teaching is the quality of individual help that teachers and their assistants give to the pupils who really do benefit from being in small classes. Occasionally, the pace of learning in lessons is satisfactory rather than good when the teachers use a rather limited range of techniques and allow pupils too long to complete their work. However, this is not the norm because the vast majority of lessons are good and occasionally outstanding. Assessment procedures are good because they show managers very clearly how much progress all of the school's pupils are making.

However, pupils are often unsure of the targets that the school has set for them so they are unable to relate the work that they are doing in class to the levels they are expected to reach.

Since the previous inspection, the curriculum has improved from satisfactory to good. It has been well designed so that pupils can make good progress and benefit from a wide range of topic and themed work. Good care, guidance and support provide a warm and stimulating atmosphere which is motivating for pupils. They say that they feel perfectly

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safe and secure in school. Very good display is a key feature of the school. It celebrates pupils' successes and the advantages provided through the school's many awards. Good quality artwork is a strong feature.

One parent, expressing a typical view, said, 'I feel that the school is extremely well led by the headteacher and all the teachers are extremely approachable. I am really pleased with my son's progress and more importantly he is happy and enjoys school.'

What does the school need to do to improve further?

- Make a clearer link for pupils between their National Curriculum targets and the work that they are doing in class by:
 - - sharing with them the National Curriculum level of the work they are doing
 - - showing them clearly what they need to do to move to the next level
 - - indicating through the marking of work the level that they are reaching.

Outcomes for individuals and groups of pupils

2

Pupils respond well to the good levels of support that they receive from teachers and teaching assistants. They display good attitudes in class, where they are attentive, co-operative and keen to do well. Their generally good behaviour supports their learning and means that breaks and meal times offer valuable time for socialising. Pupils say that occasionally a very small number of pupils do act in an unacceptable manner. Some parents also mention this. Inspectors confirm that there is a small amount of misbehaviour but the vast majority of pupils conduct themselves very well.

Pupils make good progress with their learning as they move from Year 3 to Year 6. They join the school with broadly average attainment, although there is a wide variation from year to year from below to above average. All groups of pupils, including those with special educational needs and/or disabilities, progress well. Progress in lessons is always at least satisfactory, usually good and occasionally outstanding. The good progress that girls and boys make is reflected in the above average Year 6 national test results of 2009, where pupils scored impressively at the higher level 5 attainment. Current standards in Year 6 are similar, being above average in reading, writing and mathematics. An impressive feature of pupils' work is the good quality of presentation and the way that they are confident to explain what they are doing, frequently to the whole class. Polish pupils also make good progress because they quickly learn to speak English and then develop their skills in reading, writing and mathematics well.

Pupils say that they feel extremely safe in school and that they enjoy their education. They develop well socially because of the way that they are encouraged to relate to each other and to adults. In this respect, the adults who work with them are good role models. Pupils have a good understanding of what constitutes healthy food and the importance of exercise. They are eating more fruit and vegetables than previously and choose healthier options at meal times. Participation levels in physical activities in school and in the locality are good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

Good teaching, small classes and plenty of individual attention are the major factors which underpin the good progress that pupils make in school. Lesson planning is good and teachers are successful in making learning enjoyable. Class management is also good so pupils benefit from a positive learning atmosphere where they can listen and concentrate. Teaching is always at least satisfactory, usually good and occasionally outstanding. Good teaching provides pupils with appropriately challenging work which motivates, engages and excites them. Time is used well and a wide and effective range of strategies and resources meets pupils' needs and promotes good progress. Pupils benefit from plenty of individual attention in class because teachers and teaching assistants work very well together to ensure that they are all learning. Where teaching occasionally drops to a satisfactory rather than good level, the pace of learning is slower because pupils are given too much time to complete tasks and the variety of activities is limited. Teachers mark pupils' work well so they know how to improve it. However, the link between pupils' National Curriculum targets and the work that they are doing is insufficiently clear, especially in mathematics.

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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The curriculum has developed strongly since the previous inspection. It now provides secure pathways for all pupils to make good progress in basic skills as they move through the school. Provision for work with computers is good. Themes in history, geography and science link effectively with the promotion of progress in reading, writing and mathematics. The school has a number of major awards which means that the pupils benefit from a wide range of extra experiences such as links with other countries and an exploration of green issues.

Good care, guidance and support contribute effectively to pupils' good personal development and well-being. Pupils recognise that help is always on hand and that they will receive support when they need it. New and developing induction procedures help to make a smooth transition into Year 3 from the infant schools and from Year 6 into the local secondary school. Pupils whose circumstances make them potentially vulnerable, especially those at an early stage of learning English and those with special educational needs and/or disabilities, receive good support and guidance through links with outside agencies and a range of effective strategies and interventions. These are often provided by skilled and dedicated teaching assistants.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders, managers and governors have been very effective in improving the school. Since the previous inspection, they have raised the quality of education it offers from satisfactory to good. A major factor in this success has been the substantial rise in academic standards. This has resulted from a relentless and effective focus on the quality of teaching and ensuring that pupils make good progress. The decision to fund small classes so that pupils all get plenty of attention is also a major factor in the school's success. The school has good capacity to improve further.

Managers have created a happy environment in which pupils and staff feel valued, safe and respected. The school runs very smoothly on a day-to-day basis and the enjoyment which pupils find in their education is good to see. Procedures for the safeguarding of the pupils are outstanding. Child protection procedures and those for checking on all adults who work in the school are first rate. Governors are visible around the school. They have a good knowledge of its strengths and the areas that still need to be improved, challenging where they need to and offering advice when appropriate. Equality of opportunity for pupils is promoted well, especially in the effective way that

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individual pupils' needs are catered for. There is no evidence of discrimination of any description. The school promotes community cohesion well and carefully evaluates the quality of its work in this area. Productive links are forged with local organisations and pupils gain a good understanding of the multicultural nature of the United Kingdom and the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Views of parents and carers

Parents generally have a very positive view of the school. They say that it is well run and that it has improved very considerably over the last three years. A small minority of parents have concerns about behaviour in school. Inspectors found that behaviour is generally good and instances of inappropriate conduct are quite infrequent. Parents are happy about the good quality of teaching and the way that the school looks after their children. Parents are pleased that their children enjoy school. Inspectors confirm that the positive view of the vast majority of parents is accurate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prospect Hill Junior 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	45	48	48	2	2	2	2
The school keeps my child safe	64	64	34	34	1	1	0	0
The school informs me about my child's progress	43	43	54	54	3	3	0	0
My child is making enough progress at this school	38	38	54	54	7	7	0	0
The teaching is good at this school	47	47	51	51	2	2	0	0
The school helps me to support my child's learning	39	39	51	51	6	6	1	1
The school helps my child to have a healthy lifestyle	45	45	50	50	4	4	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)	54	54	38	38	6	6	0	0
The school meets my child's particular needs	43	43	47	47	8	8	0	0
The school deals effectively with unacceptable behaviour	32	32	54	54	9	9	2	2
The school takes account of my suggestions and concerns	31	31	56	56	6	6	0	0
The school is led and managed effectively	41	41	52	52	4	4	1	1
Overall, I am happy with my child's experience at this school	52	52	40	40	6	6	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.



25 November 2009

Dear Pupils

Inspection of Prospect Hill Junior School, Worksop, S81 0LR

Thank you very much for your warm welcome when we came to inspect your school recently. A particular thank you goes to those of you who talked to us and to those who answered our questions while you were working. Thank you also to those of you who filled in our questionnaires. We were pleased to read the additional comments you had written because they showed us that you really appreciate what the school does for you. We thoroughly enjoyed our visit and you will be pleased to know that Prospect Hill is a good school.

The school is well led and managed. It provides you with good quality lessons that usually pitch the work at the right level to enable you to make good progress. Your teachers and teaching assistants do their very best to ensure that all of you do well and they are there to help you if you have problems of any sort. We are glad to hear that you enjoy school and we wish to congratulate you on your good behaviour and the way that you co-operate in class. We were really impressed by the good quality of your work and the way that you take a pride in it.

We have asked your headteacher, the staff and governors to do two things to make your school even better. These are to:

- improve the quality of a small proportion of your lessons that are satisfactory rather than good
- clarify the way that the work you are doing in class relates to your National Curriculum targets.

With very best wishes for the future

Yours sincerely

John Paddick

Lead inspector

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