

Prospect Hill Infant and Nursery School

Maple Drive, Worksop, Nottinghamshire S81 0LR

Inspection dates 29–30 September 2015

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

- The headteacher is ambitious for the school; she has high expectations that are shared by the governors and staff. She is setting a clear direction for the school to improve further.
- Children settle quickly into the early years and make good progress.
- All groups of pupils make good progress and standards are above average by the end of Year 2.
- Teaching, learning and assessment are good overall; lessons are well planned and lead to pupils making good progress. Pupils understand how to improve their work.
- Strong leadership is leading to further improvements in the quality of teaching and outcomes for pupils.
- Governors support school leaders well. They are knowledgeable and have a good understanding of how well the school is doing and what is needed to improve further.
- Pupils enjoy coming to school and feel safe. Behaviour is good and positive attitudes contribute to the good standards pupils achieve.

It is not yet an outstanding school because

- Standards in writing are lower than in reading and mathematics because progress is not as rapid and fewer pupils achieve beyond expected levels.
- Pupils do not have enough opportunities for extended pieces of writing, or to write on a wide range of subjects.
- Not all pupils are secure in their knowledge of phonics, spelling and punctuation.
- Not all parents are sufficiently well informed about the work of the school.

Full report

What does the school need to do to improve further?

- Improve standards in writing so that they are above average like those in reading and mathematics by ensuring that:
 - teaching continues to focus on building up the basic skills of phonics, spelling and punctuation
 - there is a wide range of opportunities for pupils to write in all subjects and pupils regularly have the opportunity to do longer pieces of writing.

- Continue to develop and strengthen partnerships with parents by:
 - ensuring that all parents are aware of the information available to them, both in school and via the school website
 - continuing to provide opportunities for parents to be actively involved in the life of the school and their children's learning.

Inspection judgements

Effectiveness of leadership and management is good

- The determined leadership of the headteacher has been a driving force in the recent improvements in the school. Since her appointment, she has identified accurately what needs to be done to improve the school and has worked with staff and governors to create a culture of high expectations and aspiration.
- The local authority has supported the school effectively in establishing strong leadership and ensuring that governors are in a strong position to help school leaders to implement improvement plans.
- The school is a safe place for children; leaders and governors have made sure that the site is secure and there are effective systems in place to safeguard children and respond quickly to any concerns. School leaders and governors provide statutory information for parents and are developing more ways of informing and involving parents in creating a safe environment for children.
- School leaders, including governors, are fully involved in checking the work of the school and in evaluating how well the pupils are doing. The headteacher and other leaders regularly check the quality of teaching by visiting lessons and looking at the work in pupils' books.
- The progress of disadvantaged pupils is monitored closely. The pupil premium funding is spent effectively to support those pupils who need extra help. School leaders and governors regularly evaluate the impact of this spending to ensure that there is good value for money. Pupils who have disabilities or special educational needs are well supported.
- The curriculum is carefully planned through themes and topics and takes into account the interests of the pupils as well as making sure that they learn the basic skills they need. There are opportunities to learn about life in other countries and in other cultures as well as what life is like in modern Britain. There are also opportunities to make learning more exciting, such as visits or events where pupils can broaden their experiences. For example, pupils explored dance while learning about carnival time in Brazil.
- The primary school sports funding is used well to make sure that the school can provide a wide range of opportunities for pupils in their physical education lessons and after-school clubs. There are good links with the local sporting community, for example football sessions have been run by a coach from Worksop Town Football Club.
- School leaders make sure that teachers have received training to help them improve their practice further. This training is helping to develop leadership skills and professional knowledge so that there is greater expertise among colleagues, particularly those who have taken on new responsibilities.
- Parents' views have been gathered through surveys and leaders have responded to their comments and taken them into account. However, there is a minority of parents who have expressed dissatisfaction about the way the school communicates with them, and not all parents are aware of what is on offer to them or where to find relevant information. The school provides a range of information for parents through the website and school leaders and governors are committed to improving this further. There are also a number of opportunities for parents to visit the school and find out more about what their children are learning: for example, classes showcase their work half-termly. 'Stay and Play' sessions provide opportunities for parents and children to get to know the school at an early stage.
- **The governance of the school**
 - is knowledgeable and has a good understanding of the strengths and weaknesses of the school. Governors know how the school compares with other schools nationally and where it needs to improve further. They know about the quality of teaching and how well the pupils are learning by visiting the school and asking questions of school leaders.
 - has a good range of skills that are beneficial to the school. Governors have attended different types of training to help them carry out their roles effectively.
 - ensures that teacher appraisal and the headteacher's performance management reviews are carried out; it has a good understanding of how decisions are made about salary progression and how this links to performance.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teachers have high expectations of what all pupils can achieve. In lessons, teachers encourage pupils to think hard and try their best. All classrooms are environments where it is 'safe to make a mistake' and pupils are encouraged to test out what they know by responding to questions that start 'I wonder...'
- School leaders have set out clear expectations for all teachers so that lessons are well planned and help pupils of all abilities to make progress and deepen their knowledge. Teachers mark books thoroughly and also encourage pupils to self-assess so that they have a good understanding of what they need to do to improve their work. Pupils explained to inspectors how these systems work and said that the teachers' feedback was helpful. 'Writing toolkits' on their tables also help them to work with increasing independence.
- Teachers use assessment information to track progress and set targets for next steps of learning. Pupils who are at risk of falling behind, or need extra help, are quickly identified and further support is quickly provided.
- Pupils are enthusiastic in lessons and eager to learn because teachers make their work interesting and exciting. In a literacy lesson, pupils were keen to use the skills they had been practising after receiving a letter from 'Pirate Pete' asking them to write instructions for making a revolting stew.
- Pupils' books are well presented and handwriting is neat. Expectations are the same in all classes. The work in books shows where pupils are learning new things and how they begin to apply that knowledge. There is clear progress over time. Topic books show work in other areas of the curriculum; work in these books is also of a good quality but sometimes is not marked in the same detail as in English and mathematics books. This means that pupils are not always reminded about spelling and punctuation in all pieces of writing so sometimes opportunities are missed to practise and build up their basic skills.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they feel safe at school and that adults look after them. They are confident that teachers will quickly sort out any problems or worries. They say there is no bullying at the school, but can explain types of bullying, for example persistent name calling.
- Pupils have good attitudes to learning and their enthusiasm can be seen in lessons; this is because they enjoy good relationships with others. They know the benefits of school rules; as one pupil explained, 'They make the school a good place and give you happy feelings.'
- Pupils learn how to keep themselves safe in different contexts. They understand potential risk and how to manage it, for example when using the internet, 'before you click, click, click, you have to think, think, think, and tell someone.'

Behaviour

- The behaviour of pupils is good.
- Pupils are well behaved both in lessons and at other times of the school day. They are polite and treat others with respect; they demonstrate good manners at lunchtime. There is a happy atmosphere at playtimes and pupils enjoy this time spent with their friends.
- Attendance has improved and is now above average overall. There are a small number of cases of low attendance but the school follows up absences thoroughly and persistent absence is reducing.

Outcomes for pupils are good

- Most pupils read confidently and accurately. They have skills that help them work out unfamiliar words and have a good understanding of what they are reading.
- The proportion of pupils achieving the required standard in the 2015 phonics screening check is lower than in the previous year. Where pupils are not yet working at the level expected for their age, additional support is provided.
- Assessment information shows that standards at the end of Year 2 have improved and are above average in reading and mathematics. At the end of 2015, the proportion of pupils achieving at the higher levels

was above average. Outcomes in writing were not as good as in reading and mathematics because fewer pupils reached the higher levels. Pupils have not had regular opportunities to do longer pieces of writing, particularly in subjects other than English.

- Disadvantaged pupils make good progress as a result of effective teaching and additional support; there is little difference between the achievement of this group and that of other pupils.
- Disabled pupils and those with special educational needs are making good progress overall from their different starting points. For pupils who have lower starting points, or may fall behind, support has been effective and most reach expected levels for their age.
- Pupils' books at the start of the year show that some pupils have writing and mathematical skills that are already well developed for their age. The most-able pupils are making good progress, as a result of teaching that challenges them.

Early years provision

is good

- The part-time sessions in the Nursery give children a good start in their school experience. Learning is planned carefully so that it prepares the children well for full-time education. Home visits have recently been introduced so that parents can talk to teachers before their child starts school and share important information. This helps children to settle quickly into the Nursery and develop good relationships. Children behave well and enjoy their learning because well-established routines and caring adults help them feel safe and secure.
- Children make good progress from the time they start in the Nursery and the majority achieve a good level of development by the end of the Reception Year. Children are well prepared for transition to Year 1.
- The teaching of basic skills is a high priority; every day there are focused sessions where phonics and number skills are taught. Disadvantaged pupils and boys do less well in some areas of learning, but particularly in reading, writing and number, so they are given additional support with basic skills. Teachers and other adults are skilled at helping children to develop language and communication skills through conversation and questioning.
- Children's progress is tracked carefully and recorded in 'Learning Journeys'. The school is also beginning to use an electronic system to track progress; this enables parents to access their child's file to look at assessment information or to make their own contributions and comments.
- The early years is well led and there are clear plans for improvement. Senior leaders make regular checks on children's progress and the quality of teaching.
- Early years teachers hold regular meetings with colleagues in other local schools. This gives them the opportunity to discuss the information they gather and ensure assessments are accurate.
- The learning environment is well organised and has a wide range of good-quality resources both indoors and outdoors. The curriculum is well planned and supports children's personal development. Much of the learning is through a theme, such as 'Superheroes', which interests the children and gives them a focus for their learning. Activities are linked to the theme, often with a challenge for the children to complete, for example making a plait after listening to the story of Rapunzel and her long hair.
- Safeguarding procedures are effective.

School details

Unique reference number	122729
Local authority	Nottinghamshire
Inspection number	10001805

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

Type of school	Nursery and Infant
School category	Maintained
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Chris Wanlass
Headteacher/Principal/Teacher in charge	Louise Rose
Telephone number	01909 486374
Website	www.prospecthill.notts.sch.uk
Email address	admin@prospecthill.notts.sch.uk
Date of previous inspection	18–19 September 2013

Information about this school

- The school is smaller than the average-sized school of this type.
- Most pupils are White British; the proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is below average.
- The proportion of pupils eligible for support from the pupil premium is below average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils or pupils with special educational needs is smaller than average.
- The school is part of the Worksop Family of Schools, a group of local schools that meet regularly and provide support for each other.

Information about this inspection

- Inspectors observed 13 lessons and conducted learning walks around the school. All classes were seen at least once.
- Meetings were held with senior leaders and subject leaders, representatives of the governing body and groups of pupils. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors looked at a number of the school's documents including the school's self-evaluation form, the school improvement plan, monitoring records, minutes of governing body meetings and the school's own performance data. Inspectors also looked at records of how the school spends additional funding, especially how the pupil premium and primary school sports funding are used.
- Inspectors looked at the work pupils were doing in lessons and also at a range of books. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors analysed the 45 responses to Parent View, the online parent questionnaire, and took into account these views. They also looked at the school's parent survey and talked to a number of parents during the inspection.
- There were 22 responses to the staff questionnaire that were also taken into account.

Inspection team

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