

Inspection of Healdswood Infants' and Nursery School

Barker Avenue, Skegby, Sutton-in-Ashfield, Nottinghamshire NG17 3FQ

Inspection dates: 16 and 17 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Healdswood is a school where everyone is welcome. Staff know pupils very well. Pupils feel well cared for and that 'everyone looks after you'. They feel safe at school. Parents agree.

Pupils understand the school's 'rainbow rules'. They know that they need to listen to the teacher and help each other. They like collecting dojos and moving up the 'behaviour tower' when they have made good choices and worked hard.

Teachers make sure that pupils know what bullying is and who to tell if someone is unkind to them. Leaders check how often this happens and make sure that it is sorted out. They support families who need help and have high expectations of pupils' attendance. However, some pupils do not come to school every day that they could.

In the nursery, children settle well and learn to play together. The atmosphere is calm and purposeful. Children in the early years enjoy practising what they are learning outside. Leaders want every pupil to be ready for junior school. Staff plan what pupils need to know, step by step. In a few subjects, this is not as clear as it needs to be.

What does the school do well and what does it need to do better?

Leaders want pupils to be able to speak clearly and explain their thought and ideas. Teachers have identified the words that pupils need to know. In the early years, they make sure that children practise talking to each other during social times. Staff spot when children need extra help to speak clearly. They make sure that they get this straight away.

Children in the Nursery Year learn songs together. They listen to patterns and rhythms. Staff encourage them to join in. Children learn the sounds that letters make from the start of their Reception Year. They use their 'phonics fingers' to blend the sounds together to read words and phrases. Teachers write sentences for children to read. They select the words so that they precisely match the sounds that children know. Teachers spot when children have not remembered a sound. They organise a 'daily dollop' of extra phonics teaching so that children can practise the sounds that they are learning.

Teachers make sure that the books that pupils have to read are just right. Pupils are excited when they discover that they have a new book to read. They enjoy trips to the local library because they get to choose books for themselves.

In most subjects, teachers have identified what pupils need to learn and in what order. Teachers know precisely what pupils need to learn. For example, in mathematics pupils know and can use numbers fluently when calculating. They have

made sure that pupils get the chance to practise what they forgot during lockdown. Pupils can explain how what they have learned before helps them with what they are learning now. Teachers have high expectations of what pupils with special educational needs and/or disabilities (SEND) will be able to do. They make sure pupils get the right support so that they can build on what they know.

In a few subjects, leaders have not yet refined the curriculum. Leaders have not yet identified the important knowledge in these subjects.

Pupils enjoy a challenge. They say that if something is tricky, 'when you can do it you feel really proud.' The school's 'learning powers' help them to become resilient learners who persevere. Pupils vote to make important decisions, such as the design of the new friendship bench. The school councillors listen to the ideas that their classmates have and share them at regular meetings. Pupils relish the opportunities that they get to learn outside in forest school. They say that they will always remember making dens and building habitats for animals.

Teachers want pupils to be ready for life in modern Britain. They make sure that pupils encounter a range of different faiths. Pupils are keen to learn and interested in these activities. However, they do not revisit significant stories often enough so that they remember the important concepts that they are learning from them.

Staff work closely with families to provide information about how they can help their children. They have organised meetings to explain how children learn to read. Most parents praise the hard work of the staff, particularly during the period of the COVID-19 pandemic. They recognise when staff have gone the extra mile to provide equipment so that pupils could continue to learn. Staff feel well-supported by leaders. Governors check that leaders provide the right opportunities for staff to access training that helps them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have had up-to-date training about how to keep children safe. Leaders have checked that staff have understood this and know the risks to children in the local area. They make sure that staff record any concerns that they have. Governors check that leaders act on these concerns. Leaders work with external agencies to make sure parents get the help they need.

Pupils know how to keep themselves safe if there is a fire drill, or when crossing the road. Most pupils can explain how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The school's curriculum is not yet sufficiently well planned in some subjects. However, it is clear that leaders have already taken action to plan next year's curriculum and to train staff how to deliver it. For this reason, the transitional statements have been applied.

- In a few subjects, leaders have not yet identified the important concepts that they want pupils to learn. In these subjects, pupils do not get the chance to recall and revisit this information regularly enough. Pupils do not remember this knowledge. Leaders should ensure that they identify the specific knowledge that pupils will learn. They should make sure that teachers know what pupils already understand and what they will learn next. Leaders should check that pupils can remember what they have learned in the curriculum.
- Prior to the pandemic, attendance was improving. However, there is still a significant number of pupils who do not attend school as regularly as they should. Leaders need to continue to rigorously address this so that all pupils come to school as often as they are able.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 122488 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10200149 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 176 |
| Appropriate authority | The governing body |
| Chair of governing body | Louise Knott and Janice Addison |
| Headteacher | Jayne Renshaw |
| Website | www.healdswood.notts.sch.uk/ |
| Date of previous inspection | 7 and 8 March 2018 under section 5 of the Education Act 2005. |

Information about this school

- Since the previous inspection a new leadership team have been appointed. The headteacher has taken up her role on a permanent basis and two assistant headteachers have been appointed.
- The structure of the governing body has changed. Two co-chairs of governors lead the work of the governing body.
- The school does not use an alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account.
- Inspectors met with the headteacher, assistant headteachers and other members of the senior leadership team. They spoke with a representative from the local authority and the co-chairs of the governing body.

- Inspectors carried out deep dives into the following subjects: early reading, mathematics, English, physical education, religious education and personal, social and health education. For each deep dive, they met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. They also heard some pupils read.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors met with leaders to discuss safeguarding. They discussed the records that the school keeps, including the single central record. They spoke with staff and pupils.
- Inspectors considered the responses to Ofsted Parent View. They spoke with parents at the beginning and end of the day.

Inspection team

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|------------------------------|-------------------------|
| Hazel Henson, lead inspector | Her Majesty's Inspector |
| Amanda Greaves | Ofsted Inspector |
| Sarah Fielding | Ofsted Inspector |
| Julian Scholefield | Ofsted Inspector |

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