

Inspection of a school judged good for overall effectiveness before September 2024: Hetts Lane Infant and Nursery School

Hetts Lane, Warsop, Mansfield, Nottinghamshire NG20 0AS

Inspection dates:

12 and 13 November 2024, and 8 January 2025

Outcome

Hetts Lane Infant and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy their learning at Hetts Lane Infant and Nursery School. The school motto is 'Happy Learning', and pupils say that they are happy at school. They know why the school's values and rules are important. Adults provide a positive environment in which pupils learn. Staff have high expectations for pupils to achieve well. They encourage all pupils 'to be the best that we can be', using praise to guide them to make positive choices. In response, pupils work hard. They are kind to one another and help each other out. Pupils trust adults to help them with any problems they may have.

Pupils learn free from disruption. Strong relationships with adults help pupils to feel confident to try new ways of working. For example, pupils enjoy learning new methods to solve calculation problems.

Pupils enjoy a range of wider opportunities. These include school visits, gardening club and sporting clubs. The school develops pupils' character and confidence well. This is evident in how pupils behave and work together. Pupils talk with confidence to visitors and explain their work enthusiastically.

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

The school has designed a broad and balanced curriculum. Pupils learn this curriculum well, including pupils with special educational needs and/or disabilities (SEND). The school has decided the important knowledge that it wants pupils to learn in each subject. Pupils learn this knowledge in carefully ordered steps from the early years to Year 2. For

example, in science, pupils learn key scientific words that help them to build a solid body of knowledge. The school has recently refined the curriculum in some subjects, to ensure that it better meets the wide range of needs of pupils in the school. However, the school's checks on the impact of these changes are at a very early stage. This means the school is not clear about the impact on pupils' learning over time.

In the early years, the curriculum supports children to make a strong start to learning. For example, in the Nursery class, children develop personal and social skills when they learn to share toys and help to tidy up. Staff help children to strengthen their listening skills through telling stories, singing songs and rhymes. This prepares children well for the phonics programme, which starts straight away in the Reception class. The school has recently changed its approach to teaching early reading. Staff are trained well to deliver the reading programme. By the end of key stage 1, most pupils achieve the expected reading level. The school is ambitious that pupils learn to read with a greater degree of fluency by the end of Year 1. Pupils read often to an adult within the school. The school makes sure that all pupils visit the local library to share stories.

The school has acted to improve attendance and reduce persistent absence. This has had varying degrees of success. Pupils understand the importance of, and receive positive rewards for, regular school attendance. The school tracks attendance carefully. However, some pupils do not attend school regularly and some are absent too often. This has an impact on their progression through the curriculum.

Pupils enjoy taking on roles of leadership and responsibility, such as 'table monitor' or being part of the school council. They understand the importance of working together. The school encourages pupils to raise money for charities to help the community. Pupils benefit from experiences such as local artists visiting the school to share their work. Pupils behave well. They share, take turns and are well mannered.

The school is supportive to staff who are new to their role and enables them to be effective quickly. Staff are very positive about working at this school. They support each other well. Leaders accurately identify areas for development. When necessary, leaders take decisive action to bring about improvement. Governors understand the school's needs. They have valuable experience. They share this with school leaders. Governors are determined to continue improving educational outcomes.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly. They miss out on important learning. This means that they have gaps in their knowledge and do not achieve as well as they

could. The school should ensure its actions to improve attendance have an impact so that all pupils attend regularly and do not miss out on their learning.

- In a small number of subjects, the changes to the curriculum are at an early stage. The school has not checked on the impact of its improvement work. This limits its understanding of what works well, and what needs refining. The school should ensure that in all subjects, it has a clear overview of the impact of the curriculum on pupils' learning over time.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122496
Local authority	Nottinghamshire County Council
Inspection number	10347464
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair of governing body	Nicholas Crew
Headteacher	Lucy Stancliffe
Website	www.hettslane.com
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspection started on 12 November 2024. Inspectors returned on 8 January 2025 to gather additional evidence in line with [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence](#) policy.
- The lead inspector had a telephone conversation with a representative of the local authority.
- The lead inspector focused inspection activities on the following groups of subjects: early reading and mathematics; science, and design and technology. For each group of

subjects, the lead inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.

- The lead inspector considered the opinions expressed through the staff survey.
- The lead inspector took account of the views of parents and carers expressed through Ofsted Parent View and from talking to parents at the school gate.
- The lead inspector met with a representative from the school's governing body.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

Lisa Harrison

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024