

# Hetton-le-Hole Nursery School

Brewery Field, Hetton-le-Hole, Houghton le Spring, Tyne and Wear, DH5 9DG

**Inspection dates** 31 March–1 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The behaviour of children is outstanding in this happy and friendly school. Children quickly learn that their ideas are valued and will be listened to. They are excited to join in with activities indoors and outdoors showing a keen curiosity, focus and interest as they complete the challenges set for them.
- Excellent relationships and high levels of care from vigilant staff ensure that children feel safe. They are taught to think about dangers, manage risk exceptionally well and understand that good hygiene is also important.
- The new headteacher has rapidly improved teaching and learning, behaviour and assessment. Governors and the staff team are all committed to a shared philosophy of continual reflection and improvement within the setting.
- Senior leaders have an accurate picture of the school's strengths and areas for development based upon robust reviews and evaluations of its performance.
- Governors, including those new to this role, are passionately involved in supporting the school. They inspire staff to raise achievement with their close involvement and detailed reports following regular visits. They have swiftly managed difficult decisions to improve the value for money offered by the Nursery.
- The headteacher has inspired all staff to take on aspects of leadership. Staff are now more accountable and responsible for children's progress and dedicated to the overall development of the school. Teamwork is very strong with staff working together exceedingly well.
- Teaching over time is good. Staff know children's abilities well and plan highly imaginative activities that enthuse, enrich and motivate learning across the whole curriculum. In some aspects of learning, such as early reading, writing and number, progress has been outstanding since the new headteacher took up her post.
- Although many children start nursery with skills that are weaker in listening, understanding and writing, they make speedy progress and catch up quickly. By the time children leave nursery, they have attained good standards that prepare them well for their work in the Reception Year.
- Disabled children and those with special educational needs receive excellent support. Their needs are effectively assessed and activities are closely tailored to raise their achievement. As a result, this group make outstanding progress especially in the expressive arts, in reading and with their understanding of the world they live in.
- Staff promote social, moral and cultural development well offering children many opportunities to help and value others, preparing them for life in modern Britain.

### It is not yet an outstanding school because

- The development of children's speech is not as rapid as it could be. Progress in this area slows when some staff miss opportunities to challenge children even further with their speaking skills.

## Information about this inspection

- The inspector observed teaching and learning in the morning and afternoon sessions, both indoors and outdoors. These included joint observations carried out with the headteacher. Lunchtime sessions were also observed.
- Meetings were held with the headteacher and assistant headteacher, the governors and staff. A telephone conversation took place with a representative from the local authority.
- The inspector looked at a number of documents, including the school improvement plan, the school's own review of its performance, data on children's progress and planning records. She also checked records of the work of the governing body, reports on teaching and learning, documentation relating to behaviour, attendance, safety and child protection.
- There were no responses submitted by parents on Parent View. The inspector spoke to several parents, reviewed comments made by parents on the school's social media page and analysed parent questionnaires issued by the school.
- The inspector took account of a survey completed by all of the staff.

## Inspection team

Anne Humble, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The nursery draws children from the town of Hetton-le-Hole, on the south western outskirts of Sunderland, catering for 41 children who access 15 hours of free early years education.
- The vast majority of children are of White British heritage.
- The nursery offers 15 hours of free time provision for 3-4 year olds between 8.45 to 3.30 pm five days per week. It also offers additional child care and wrap around care over and above the 15 hours which parents pay for themselves.
- The governors run child care provision for 0-5 year olds from 7.30am until 6.00pm. Childcare provision has been inspected separately from this inspection and has not been covered within this report.
- There are currently 25% of children registered who are disabled or have special educational needs.
- 2Twenty-two children have accessed free provision since the age of two years, funded through the 'two year old free early years' offer.
- Children transfer to Reception classes in neighbouring schools in the September before their fifth birthday.
- A new headteacher has been in post since September 2014 and the Chair of the Governing Body is newly appointed, since the last inspection.

### What does the school need to do to improve further?

- Improve children's speaking skills even further by:
  - ensuring that all staff focus upon extending children's speech so that opportunities are not missed to extend and challenge children in this aspect of their learning
  - documenting the progress children make in their speech more closely within their learning journals so that children's comments are consistently included in assessments
  - providing more structured advice to parents to further develop speaking and listening skills at home.

## Inspection judgements

### The leadership and management are outstanding

- The newly appointed headteacher has rapidly improved the teaching, learning, behaviour and safety within the nursery in a very short space of time, ensuring that all staff and governors share her ethos of continually raising achievement through reflection and self-evaluation.
- Since taking up her post, the new headteacher has introduced more detailed procedures for tracking children's progress, ensuring that all children make progress at a swift pace. As a result of this close and regular checking of performance, children have made outstanding progress in their skills in early reading, writing and mathematics since September. However, speaking skills have not yet progressed as rapidly as other aspects.
- Disabled children and those with special educational needs are closely monitored by the assistant headteacher who identifies their needs and makes sure that teaching is carefully tailored to their specific requirements. She supports other staff by running training sessions and by demonstrating excellent practice.
- All key workers are now encouraged to be leaders of learning within the school so that middle leadership is now a strength of the nursery. All staff take a lead with an aspect of the strategic management of the setting and work directly with governors who challenge, share and evaluate any changes that are made.
- The school's procedures for gaining an accurate view of its performance are robust. The headteacher frequently observes teaching and gives staff feedback to further improve children's learning. This has been particularly successful in raising achievement in the children's reading, writing and mathematics skills recently. The headteacher also checks the children's learning journals to ensure that staff are assessing children accurately and proficiently. The training and support offered has resulted in more precise and detailed records being maintained that clearly show children's progress over time.

■ The curriculum offered is outstanding because it is highly imaginative and continually adapted to meet individual needs, preferences and interests. The activities offered indoors now match the excellent outdoors. Children happily play, investigate and explore nature at first hand through science, music, gardening and many other activities. They enjoy working cooperatively and gain maturity as they plan their own activities at the beginning of the day and review them together before going home. Children's learning journals show that they have made admirable progress in learning about festivals and celebrations from around the world. They celebrated a harvest festival with their parents at a nearby church and learnt about Chinese customs and traditions through art, design and dance. They listen and respond exceptionally well to others, both staff and peers in larger and small groups. They play together harmoniously at all times. Social, moral and cultural development is outstanding and children are being very well prepared for life in modern Britain.

Since the last inspection, staff have improved provision for the most able pupils. This was frequently demonstrated when staff offered additional challenges to specific children so that their high expectations were made clear. Relationships with parents are strong. Daily opportunities allow parents to speak to their child's key-worker as well as more formal termly consultations. Home visits ensure parents are involved in assessing and sharing their children's learning with staff from the very start. The 'Wall of Pride' display lets parents share their children's achievements from home. Parents are extremely pleased with the school's provision. For example one comment stated, 'the lovely team make it such a welcoming and inspirational place to grow and learn'. Parents are not yet offered support for their children's speaking skills at home, for instance, through a workshop, as for other aspects of learning.

- The local authority have supported governors to appoint the new headteacher and helped her gain an effective view of the school's areas for development. The school has close links with other professionals who support children and their families. It works closely with other schools to develop and improve provision within the community.
- **The governance of the school:**
  - Governors bring a wide range of experience to their roles. They are extremely active in school with regular visits reported that pinpoint areas for improvement in the future. They work closely with staff who lead the strategic improvement groups so that they are well informed of how changes impact upon children's progress. They are keen to continually improve their own skills with training in school and with the local authority.
  - They have recently improved financial management by restructuring staffing to achieve greater value for money and appointed new governors with specific financial skills to support this aspect of their work. They link staff performance closely to pay progression and understand how to tackle underperformance if it arises.

- Governors make sure that arrangements to protect children and to keep them safe and secure are effective.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of children is outstanding.
- All children demonstrate positive attitudes to learning. A parent commented that, 'the nursery teachers put so much effort into fuel their curiosity to learn' and consequently children reveal a thirst for knowledge. They concentrate for sustained periods at self-chosen and adult-directed tasks, welcoming extra challenges from their key worker. Adults model good behaviour and quickly offer praise and reinforcement to children displaying expected behaviours.
- At review times during the day, children listen carefully to what their peers tell them and then make comments about their work and ideas. For example an adult questioned a child about her design for a patterned Easter egg made with different coloured stickers. The child explained her reasons for choosing different resources and another described the pattern produced.
- A character named 'Sally Star' is used to teach the five simple rules children have to follow and this engages their interest, helping them remember expectations. They enthusiastically discussed the moral behaviour of characters in traditional tales explaining why they thought their behaviour was good or bad, giving reasons astutely. One child explained that 'Sally Star' would not be happy with the animals in the Little Red Hen story because they did not give the hen help when she needed it.
- Children are polite and friendly and many use the terms 'please', 'thank-you' and 'you're welcome' without needing to be prompted by adults. They are developing excellent cooperative skills and are eager to help others, such as the small group of children who served each other water and snacks in the kitchen area without requiring any help from an adult.
- Attendance is not statutory at this age but the school has produced excellent habits of good attendance ready for the children starting in school. As a result of the exciting environment and strong focus upon good attendance, children are motivated to attend regularly. They are rewarded for very good attendance with certificates and vibrant displays promote good attendance messages to parents. Attendance has therefore increased greatly since September.
- Parents explain that their children look forward to coming into the nursery. They report that their children have developed into 'very confident helpers with everyday chores'. This is demonstrated at lunchtime when children help to set the tables for their friends. There are no complaints about children's behaviour and parents are overwhelmingly positive about the nursery.

### Safety

- The school's work to keep children safe and secure is outstanding.
- Children are encouraged to assess risks for themselves so that they develop a thoughtful and careful approach to activities. This was seen when two boys talked about the safest way to transport heavy stones that they wished to use, advising one another on how to carry them safely.
- Children have been taught to use tools and equipment safely and are praised when staff spot them doing so, such as a child using scissors with care and another using skewers to thread straws upon and create patterns.
- Vigilant staff complete detailed risk assessments and regularly check safety features within the nursery. Outdoor provision is closely monitored to ensure the safety of children and staff are constantly watchful to seize opportunities that will encourage good hygiene routines within the setting.
- Parents are very happy with the safe environment provided and this was also commented upon by a parent, 'I know they are getting looked after so well and learning every second of the day'.

## The quality of teaching is good

- Teaching over time has been consistently good and at times it is outstanding. For example, senior leaders promote outstanding learning when they engage with children and intervene with searching questions that deepen thinking and learning.
- Staff have a good understanding of how young children learn and they use this knowledge to provide imaginative experiences for children of all abilities, both indoors and outdoors. They observe children

closely to assess their skills and share their findings in planning meetings to carefully track progress and establish the next steps needed in each child's learning. Detailed records are kept of children's choices and preferences to support the school's 'plan, do and review' system that helps children become keen learners, making their own independent decisions. At times, staff miss opportunities to document and record children's progress in speaking.

- Staff are skilled at explaining things to children showing real enthusiasm and excitement in learning. They constantly offer praise and encouragement to increase children's confidence and awareness. They use technology well as exemplified when one child's interest in penguins was fuelled by an internet search of images. Subsequently, he went on to use the details he had found to paint an accurate representation of these birds in the art workshop.
- Mathematics is taught well using real life contexts for learning. For example, the role play area was turned into a grocery shop with real fruit and real coins to support children's understanding of money. Children excitedly sorted and counted coins in role as the shop keeper and used scales from a real grocer's shop to compare the weights of the fruit and vegetables. Staff encouraged mathematical mark making by challenging children to create labels and signs for the prices of produce in the shop.
- The teaching of reading has a high priority within the nursery. Children relish the opportunity to snuggle up with a story in their new, cosy 'book nooks' and they listen with fascination as adults read them stories in their key groups. Senior leaders are adept at teaching phonics (letters and the sounds that they make) so that children learn how to break words down into smaller sounds that they can then match to letters of the alphabet. Progress in reading is now outstanding as a result of these improvements.
- Since the last inspection, staff have developed their skills in challenging the most able children and they plan particularly efficiently to match activities to different needs and abilities. For example, the most able were encouraged to spell simple three letter words and to write lists of the items they had found on a treasure hunt activity.
- Disabled children and those with special educational needs have additional sessions planned for them in smaller groups where adults can offer higher levels of direct support. At these times, they practise good behaviours for learning and listen with concentration to the adult's instructions. They learn to take turns and cooperate with one another as they rehearse their learning. A range of interesting resources such as puppets, instruments and songs enhance their good listening skills.
- Teachers use outdoor learning effectively to promote physical development, imagination and science skills. A group of children focused at length upon their experiments with a variety of powders and liquids, exploring with their teacher the changes that were happening as new materials were added to each 'potion' that they created in their 'mud kitchen'.
- Senior staff pick up on every opportunity to develop children's use of spoken language by questioning or providing the correct pronunciation of a new word. However, other staff sometimes miss the moment to step in and provide the correct pronunciation of a word or a word not yet learnt.

### **The achievement of pupils is good**

- When they join the nursery, many children have weaker skills in speaking and listening and in their personal and social development. Over time, children have made good progress in most areas of learning. Recently, due to changes made since the appointment of the new headteacher, rapid progress has already been made by all groups in early reading, writing and mathematical skills.
- Children's progress in developing their spoken language is a little slower than in other areas.
- Disabled children and those with special educational needs generally make good progress and this has increased for the current cohort of children, since September. Additional support has meant that they make good progress in line with their peers and outstanding progress in expressive arts and design, speaking, listening and attention.
- Disadvantaged children make at least similar good progress to other children in the school. They make even better progress in several aspects of learning including reading, writing, mathematics and technology.
- The most able children do extremely well as staff build effectively upon their stronger starting points. They are capable of writing short words and names independently and can count by touching items accurately up to twenty and for some beyond. They recognise the names of letters of the alphabet and confidently break longer words down into smaller speech sounds to help them write words.
- Senior leaders make sure that all staff share and help to moderate assessments in order to check their accuracy. Assessments are also moderated externally with other local nurseries so that the school is secure in its judgements about children's progress and achievements.

- Progress in personal and social development is swift because children learn to concentrate and focus their attention, listening carefully to the suggestions and opinions of their friends. They have made exceptional progress in managing their feelings and behaviour since the recent improvements to the school's behaviour policy were introduced.
- As a result of the school's effective planning, imaginative teaching and new systems to closely monitor progress and achievement, children are ready for their move to Reception classes and are very well prepared for learning in their new primary schools.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
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## School details

<b>Unique reference number</b>	108747
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	449464

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

<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gavin Anderson
<b>Headteacher</b>	Ruth Williamson
<b>Date of previous school inspection</b>	7 February 2012
<b>Telephone number</b>	0191 553 6700
<b>Fax number</b>	0191 553 6700
<b>Email address</b>	hetton.nursery@schools.sunderland.gov.uk

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