

# Haddon Primary and Nursery School

## Inspection report

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<b>Unique reference number</b>	122522
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	380483
<b>Inspection dates</b>	2–3 February 2012
<b>Lead inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Armstrong
<b>Headteacher</b>	Julian Wilson
<b>Date of previous school inspection</b>	22 June 2009
<b>School address</b>	Haddon Close Nottingham NG4 4GT
<b>Telephone number</b>	0115 9523959
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<b>Email address</b>	office@haddon.notts.sch.uk

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	2–3 February 2012
<b>Inspection number</b>	380483



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## Introduction

### Inspection team

John Horwood Additional inspector

Thelma McIntosh-Clark Additional inspector

This inspection was carried out with two days' notice. Inspectors used a number of strategies to observe learning. These included lesson observations ranging from five to 45 minutes. A total of six hours was spent observing teaching, which included visiting 12 lessons taught by nine teachers. Meetings were held with staff, members of the governing body and groups of pupils. Informal discussions also took place with parents, carers and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents including the school improvement plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to 106 questionnaires from parents and carers, 17 responses from staff and 107 responses from pupils were examined and analysed.

## Information about the school

Haddon Primary and Nursery School is an average-sized primary school on the outskirts of Nottingham. The proportion of pupils from minority ethnic groups is much lower than that found nationally and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than that found nationally. The proportion of disabled pupils and those with special educational needs is lower than the national figures and none has a statement of special educational needs. The current headteacher was appointed in September 2011.

The school has achieved the International School award and the Investors in Pupils award. It meets the current floor standard.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school.
- Pupils enjoy school and attendance is above average. There are good relationships between adults and pupils.
- The safety of pupils is a high priority and safeguarding requirements are met. Pupils and their parents and carers confirm that pupils feel safe.
- The behaviour of the vast majority of pupils is good. A very few pupils who find it difficult to control their behaviour are being helped to improve. Pupils and their parents and carers confirm that any incidents are well dealt with.
- The recently refurbished Early Years Foundation Stage Unit has increased the opportunities and experiences available to children.
- Pupils throughout the school make the expected progress and reach broadly average standards, including in English and mathematics, at the end of Year 6. There are no significant or consistent differences between the achievement of any groups of pupils.
- Teaching has a positive impact on pupils' spiritual, moral, social and cultural development.
- In the best lessons, pupils are set challenging tasks matched to their abilities but this is not the case in all lessons. Groups of pupils are not always set clear targets to achieve during the lesson. Marking of pupils' work is good and informative in some classes but is variable across the school.
- A new assessment system has been introduced but its use is not yet embedded across the school.
- Members of the new leadership team have united parents and carers, staff and pupils through improved communications and involvement. There has been insufficient time for many of their actions to show impact. The role of middle leaders is being developed.
- The school provides good support for all pupils including disabled pupils and those with special educational needs. Staff work with the families of these pupils to link the support at home and school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics by:
  - ensuring that marking always gives pupils specific guidance on how to improve their work and reach the next stage in their learning
  - ensuring that each group of pupils within lessons has a target for their activities which is matched to their ability and can be monitored
  - developing teachers' use of the new assessment system to inform planning and support pupils' learning.
- Enhance the role of middle leaders in monitoring and developing school improvement.

## Main report

### Achievement of pupils

Children enter the Nursery with the skill levels expected for their age. They make satisfactory progress in the Early Years Foundation Stage and attainment is broadly average when they move to Year 1. Children are helped to learn by good teaching and a wide range of resources both indoors and outdoors. As a result of improved provision, children are beginning to make better progress. Parents and carers are very pleased with the provision in the Early Years Foundation Stage and one wrote, 'I believe the team know the needs of all the children in their care particularly well and work extremely hard to ensure that they are settled and happy in their environment.' Within Key Stages 1 and 2, pupils make satisfactory progress. There are no significant differences between attainment in English and mathematics. Reading skills are broadly average throughout the school. Younger pupils enjoy their phonics lessons (learning about the sounds that letters make), where they acquire good skills and knowledge to support their reading and interpretation. Disabled pupils and those with special educational needs make good progress from their individual starting points. Throughout the school, the progress seen in lessons is always at least satisfactory and sometimes good and this is confirmed by the work seen in books. The vast majority of parents and carers say their children are making good progress and developing good academic skills. This differs from the inspectors' view, which includes reviewing information about progress over a longer period.

Pupils enjoy their learning as was seen in a Year 3 science lesson learning about volcanic eruptions. They were interested in the topic and worked purposefully and independently. In a Year 6 lesson about fractions, pupils enjoyed the activities where they shared ideas and worked out the solutions. They worked collaboratively while challenging and encouraging each other. Disabled pupils and those with special educational needs are supported well in appropriate tasks for their specific needs by skilled teaching assistants. In satisfactory lessons, the work was not always sufficiently challenging throughout the lesson and pupils were not set targets appropriate to the ability of specific groups.

### Quality of teaching

Teachers have good relationships with pupils. They provide a varied range of activities and use topic work well to link curriculum subjects. The progress tracking system has only recently been introduced and at present is used to a varying degree within the classroom: this is why some of the learning is still satisfactory. It is, however, an improving situation as teachers develop their skills in using assessment data and providing activities throughout lessons that challenge all pupils. Teaching assistants are well trained to support pupils' needs and provide good support both in the classroom and during small group work. Teachers mark pupils' work regularly but do not always demand high standards of presentation. They do not consistently provide constructive comments when they mark pupils' work and advise them on how to improve. Within the classroom, teachers clearly identify learning objectives but when pupils move to work in groups they are not given clear group targets which they can monitor their progress against.

The planned curriculum supports both academic and personal skills well. Teachers use topic work to extend and develop pupils' basic skills across the curriculum. This impacts on their spiritual, moral, social and cultural development through learning about other faiths and cultures as well as giving them an understanding of the arts. In the Early Years Foundation Stage, children have good opportunities to choose the activities to work on. Teachers are good role models and have high expectations of pupils' academic and social development. The vast majority of pupils and their parents and carers who completed questionnaires say teaching is good. A very few made written comments suggesting that teaching is less effective in some classes.

## **Behaviour and safety of pupils**

The behaviour seen during the inspection was consistently good and any behaviour lapses are well-managed by teachers. Parents and carers, as well as pupils and staff, are very clear that this is the normal situation in the school. The questionnaire responses about behaviour and bullying are far more positive than in most schools. Several parents and carers commented that they could not say how well the school deals with bullying as they were not aware of any type of bullying in the school. This is also reflected by pupils saying they feel safe in school, a view shared by staff, parents and carers. There is a clear behaviour policy which is consistently applied across the school and pupils know the boundaries. Rewards and sanctions are very effective. The school has effective procedures to prevent and deal with any incidents of bullying. The school is a very harmonious community and exclusions are extremely rare. Pupils say they feel safe in school because they know that adults will sort out any problems that arise. They talk about a very few pupils who do have difficulty controlling their behaviour but they know that adults will always ensure that pupils are kept safe from harm. These views were endorsed by a group of pupils with special educational needs and/or disabilities during a conversation with an inspector. Inspection findings support the prevailing view that behaviour and safety are typically good. Attendance at school is above that seen in most schools.

## **Leadership and management**

The new headteacher and the established deputy headteacher are supported by an experienced governing body. Staff, parents and carers are supportive of the leadership. A member of staff wrote that 'the deputy and the newly appointed

headteacher strive to make sure that a caring and fun environment is as big a priority as is all children achieving their potential'. The involvement of middle managers is being developed as part of extending responsibilities of leadership to a wider range of leaders but is not yet fully effective in supporting the process of school improvement. The governing body provides good support and challenge to the school. The members visit regularly and have a good understanding of the school and what needs to be done for it to improve further. The headteacher has a clear and determined vision of improving academic standards whilst ensuring every aspect of pupils' development is supported. He has already put measures in place to support his vision but it is too early for these to have a visible sustained impact on achievement. The good relationships throughout the school mean that every pupil is known by all the adults and their needs are addressed on an individual basis, ensuring they all have equal opportunities to succeed. The achievement of groups of pupils is also monitored closely so that any differences are identified early and rectified: this is becoming more secure with improved monitoring systems. There is no evidence of discrimination of any kind. Members of the governing body and school leaders are all actively involved in monitoring the well-being of pupils and all safeguarding requirements are met.

The school self-evaluation shows that leaders have a good understanding of the strengths and areas for improvement. The school development plan is focused on supporting all aspects of pupils' education. The actions identified in the previous inspection have been addressed satisfactorily during a period of changing leadership. In particular, there is now a robust approach to risk assessments and the number of pupils attaining higher levels in mathematics has increased. Although teaching over time is satisfactory, the improvements in teaching demanded by leaders have increased the proportion of good lessons. Actions taken by leaders have ensured that good behaviour is the normal situation within the school. The school has a satisfactory capacity for sustained improvement.

Leaders are supporting teachers through a programme of classroom observation and professional development. They have been provided with improved systems to monitor progress and adapt their lesson planning to ensure all pupils are challenged. These systems are currently being established across the school. The curriculum is broad and balanced with a wide range of extra-curricular opportunities. All year groups in Key Stage 2 have the opportunity to go on a residential visit and pupils enjoy learning Spanish. The curriculum makes a strong contribution to pupils' good spiritual, moral, social and cultural development. This is evidenced throughout the school through the harmonious relationships and pupils' friendly attitudes to each other, for example in the breakfast and after-school club where pupils are well cared for and enjoy a wide range of activities. There are good links in place with other schools both nationally and globally to enhance pupils' cultural understanding.

## Glossary

### What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

<b>Type of school</b>	<b>Overall effectiveness judgement (percentage of schools)</b>			
	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



6 February 2012

Dear Pupils

**Inspection of Haddon Primary and Nursery School, Nottingham, NG4 4GT**

Thank you for making us so welcome when we visited your school. We enjoyed talking with you and looking at the work you do. Your school provides you with a satisfactory education.

There are things we admired about your school and these are a few of them.

- You all get on very well together, enjoy coming to school and you feel safe.
- Your behaviour is good. The few pupils who have difficulty behaving are supported well by adults.
- The Early Years Foundation Stage benefits from good resources within the refurbished building.
- You tell us that any type of bullying is very rare and dealt with quickly and well.
- You find lessons enjoyable and you are making satisfactory progress.
- You have good opportunities for residential trips which you enjoy.
- The headteacher is working hard with other leaders to give you all the best opportunities to reach your full potential.

For the school to become even better, we have asked your headteacher to:

- ensure teachers use the new systems to monitor your progress so that they can give each group specific targets that are challenging and you can identify when you reach them during lessons
- ensure teachers always make helpful comments when they mark your work and tell you what you need to do to get to the next step in your learning
- develop the role of middle leaders so that they are able to monitor how well the school is doing and contribute to improving it.

All of you can help the school to move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood  
Lead inspector

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