

# Horsley CofE (Controlled) Primary School

## Inspection report

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<b>Unique reference number</b>	112830
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378572
<b>Inspection dates</b>	9–10 July 2012
<b>Lead inspector</b>	Terry Elston

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Corley
<b>Headteacher</b>	Paul Leeson
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Church Street Horsley Derby DE21 5BR
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## Introduction

Inspection team

Terry Elston

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 11 lessons taught by the three teachers. The inspector held meetings with members of the governing body, staff and groups of pupils. The inspector observed the school's work and looked at the tracking of pupils' progress; curriculum planning documents; policies and documents relating to safeguarding; and examples of the ways in which the school supports different groups of pupils. The inspector also analysed completed questionnaires from pupils, staff and 48 parents and carers.

## Information about the school

The school is a much smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus or with a statement of special educational needs, is average. The proportion of pupils who are known to be eligible for free school meals is below average. Pupils are taught in three mixed-aged classes. The proportion of pupils entering the school at other than usual times is higher than in most schools.

The school meets the current floor standards that are the minimum standards expected by the government for attainment and progress. It has recently gained national Healthy Schools status as well as the Activemark award.

## Inspection judgements

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

## Key findings

- This is a good school. Parents and carers speak highly of the ‘family atmosphere’ that makes their children feel safe and valued. One comment, typical of many, ended, ‘This school brings out the best in its pupils and they leave as confident, well-adjusted individuals.’ The school has improved considerably since the previous inspection, but is judged good rather than outstanding because attainment in writing is not as high as in reading and mathematics. The school is aware that it does not accelerate the progress of pupils who enter the school at other than usual times as much as it does other pupils and is looking at ways to support them more effectively so that they do as well as the others.
- Achievement is good. Pupils make good progress so that their attainment by the end of Year 6 is above average in reading and well above average in mathematics. Attainment in writing is average. Expectations of pupils’ writing in subjects other than English are not always high enough to ensure they make the best possible progress. Children make a good start to their learning in the Early Years Foundation Stage and parents and carers say how much they enjoy school.
- The good teaching means that pupils achieve well throughout the school. Teachers plan well to meet the needs of the different ages and abilities in the class and make learning fun by effective use of technology.
- Pupils’ behaviour is consistently good because that is what teachers expect. They listen carefully and persevere well with challenging work. They enjoy school and feel very safe.
- The headteacher leads well with a clear view of the school’s priorities for improvement. He works closely with the staff to set and achieve the school’s ambitious targets. The evaluation of teaching and learning is rigorous and identifies clear ways for teachers to improve their work.

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

- Raise attainment in writing at Key Stage 2 to the levels in reading and mathematics by:
  - having high expectations of the quality of pupils' writing in all subjects
  - providing more opportunities for pupils to write longer pieces of work.
- Ensure that pupils entering from other schools make the best possible progress through:
  - rigorous assessment of these pupils' skills when they first arrive
  - careful monitoring of their progress during the year and swift action to provide extra support when necessary.

## Main report

### Achievement of pupils

Pupils, along with their parents and carers, feel they do well at school. Children in the Early Years Foundation Stage join the Reception Year with skills typical of their ages and they make good progress, particularly in their reading and number skills. They benefit from working alongside older pupils and are mature for their ages. Adults make good use of the stimulating classroom and excellent outside area to ensure children enjoy their academic work as much as their play. For example, they had as much fun writing booking forms for those purchasing flights from their 'travel agents' as when fishing for dinosaurs in the paddling pool.

At Key Stage 1, attainment by the end of Year 2 is above average in reading, writing and mathematics. Pupils enjoy reading and persevere well when tackling new words. They write stories that are full of exciting words to capture the reader's interest. A strength of their early writing is the way they produce such detailed factual accounts of, for example, the life of Samuel Pepys, who witnessed the Great Fire of London. In mathematics, they calculate quickly in their head and make particularly fast progress when using their good skills to solve problems involving number and money.

By the end of Key Stage 2, attainment in the national tests over recent years has been above average in English and mathematics. This remains the case, although while attainment in reading is above average, it is average in writing. Pupils read fluently and skim texts quickly in books and on computers to gain information about their topics. Pupils' stories are exciting but often too brief to make the best of their good language skills. In mathematics, pupils make particularly fast progress when challenged to work out complex 'number sentences' involving fractions and decimals. Their work on shapes is of a high quality and presented very clearly. Their attainment in mathematics is two terms ahead of pupils nationally.

Disabled pupils and those who have special educational needs make good progress. They do particularly well in their reading because of the effective sessions that teach them how to build sounds into words. Teachers and teaching assistants support these pupils well in class but also ensure they have good opportunities to work independently.

## Quality of teaching

All parents and carers who responded to the inspection questionnaire maintained that the teaching and learning are consistently good. Pupils agree, and say how teachers make lessons enjoyable with lots of opportunities for them to work independently. Disabled pupils and those with special educational needs are also taught well. Teachers deploy teaching assistants effectively to provide well-targetted support. The systematic teaching of basic skills makes an effective contribution to these pupils good progress.

Children in the Early Years Foundation Stage learn quickly because of the good teaching of basic reading, writing and number skills and the exciting range of activities for them to choose from. Children enjoy good opportunities to use information and communication technology and made particularly fast progress when taking photographs of the class teddy bear in situations such as the slide and camping van.

For the most part, teachers make effective use of the planned curriculum to ensure pupils make good progress. The teaching of reading is good and pupils develop their skills well when researching their topics. Regular sessions to improve their word-building skills help them read fluently with the confidence to tackle unfamiliar texts. In writing, teachers are very good at stimulating pupils with challenges such as writing 'newspaper reports' about the havoc caused by a major fall of snow. However, teachers provide pupils in Key Stage 2 with too few opportunities to write long pieces of work and develop their stamina as writers. Pupils have some opportunities to write in the topics but the quality of this work is not always as good as in their English books. This is compounded by excessive use of worksheets that require just a few words. In mathematics, teachers are good at honing pupils' basic skills through fast-paced starter sessions that make them think quickly. Teachers use the curriculum well to enhance pupils' personal development. For example, teachers got pupils to reflect on how their way of life was different to that of pupils who attend their link school in Kenya.

## Behaviour and safety of pupils

Parents and carers, as well as pupils, are right to judge behaviour as typically good. Pupils are very considerate to adults and each other and say that bullying is rare. They learn much about the different forms of bullying and are very aware of the impact their actions have on others. Records show that incidences of bullying and aggressive behaviour have reduced considerably over the last two years. As early as the Reception Year, children learn right from wrong and the importance of listening carefully to the teacher. Teachers are consistent in their expectations and pupils say how much they value this because it helps them learn quicker.

Pupils are courteous and respectful of the rights of others. In the playground, for example, the footballers do their very best to keep clear of those wanting a quiet time, and the dancers keep to the mats.

Pupils enjoy school and attendance is above average. They feel safe, a view shared by their parents and carers, and show a good awareness of how to avoid danger. For example, they are very knowledgeable about the need to take care when using the internet.

## **Leadership and management**

The headteacher takes the lead successfully in developing pupils' spiritual, moral, social and cultural awareness. He sets a good example by the sensitive way he communicates with pupils and staff and listens to their concerns. Pupils learn from this, as can be seen when they share ideas in 'circle time' and respect views different from their own.

The school has robust systems to tackle any form of discrimination that help make the school a happy place where all pupils feel safe and valued. This is enhanced by rigorous safeguarding systems that meet all government requirements. The strong focus on providing equal opportunities for all pupils is evident in the way the leaders use data to identify slow progress by any group. For example, the school has recently identified some relative underachievement by pupils joining from other schools, and has produced an action plan that includes more rigorous assessment on entry and regular tracking of their progress.

The management of teachers' performance is good. The rigorous systems to evaluate the quality of teaching and learning provide a clear focus for school improvement and help to account for the consistently good practice throughout the school. Leaders support teachers well with good opportunities for professional development. Recent training on the teaching of mathematics, for example, has led to improved work on mental calculations and higher attainment in the national tests. The governing body supports the school well while making a good contribution to school improvement. Its members share the leaders' ambitious goals for the future and have the skills to hold them to account. The school has strong capacity to improve further. Self-evaluation is accurate and action to rectify weaknesses is effective. For example, the school has made significant improvements in teachers' use of assessment since the last inspection as well as ensuring that pupils have a better understanding of what they need to do in order to attain higher levels.

The school works closely with parents and carers, who value highly the many initiatives to inform them about school events and their children's learning. They feel welcome in school and say how well the staff listen to, and act on, their concerns.

The school has developed an interesting curriculum with a strong focus on literacy and numeracy while also providing many opportunities for pupils to enhance their artistic and creative talents. Parents and carers see this as a great strength and an important reason why some chose this school in the first place for their children. The curriculum benefits from a good range of visits and visitors to make learning interesting and an extensive range of popular clubs. Leaders have developed good partnerships with local schools that enhance provision and give opportunities to share training and expertise. The close links with the church do much to enhance provision for pupils' spiritual, moral, social and cultural development.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



11 July 2012

Dear Pupils

**Inspection of Horsley CofE (Controlled) Primary School, Derby, DE21 5BR**

Thank you for making me so welcome when I came to your school. I enjoyed seeing you work so hard in lessons and play so happily outside, even in the rain. The many of you who were kind enough to speak to me and filled in the questionnaires said how much you enjoy your work. You think yours is a good school and I agree.

I was very pleased to see how well you concentrate on your work, which is one of the reasons why you make such good progress, particularly in your reading and mathematics. You behave well and are eager to help those who are lonely or sad. You have a good knowledge of how to keep safe and why bullying of any kind is unacceptable. You think a lot about people in the world who have too little to eat, and try and help them by raising funds. The headteacher and senior staff know how to improve your school and help you to learn even faster. You enjoy the activities provided and the many clubs at lunchtime and after school. I agree with those who spoke to me and said that your teachers make lessons fun and are good at helping you when you find things difficult. They work closely with your parents and carers to make sure that they know how well you are doing at school. All staff at the school take very good care of you and keep you safe.

Your teachers are always looking for ways to improve. I have asked them to make sure those who join from other schools get more support, and to help the older pupils do better in writing. You can help by doing your very best writing in all subjects.

I wish you well for the future.

Yours sincerely

Terry Elston  
Lead Inspector

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