

Horsley Woodhouse Primary School

Main Street, Horsley Woodhouse, Ilkeston, DE7 6AT

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils show a pride in their work, achieve well and make good progress.
- Progress in English is particularly fast because the school has done much to improve pupils' reading skills and give them exciting topics to write about.
- The consistently good teaching ensures that pupils do well in all classes. Pupils say that teachers make lessons interesting and are very good at helping them when they find the work difficult.
- Children settle quickly into the Early Years Foundation Stage and make very good progress in all areas of learning.
- The school is improving because the leaders are very good at identifying and rectifying weaknesses in teaching and achievement.
- The headteacher is a good leader who aims high for what the school can achieve.
- The governing body supports the school well and has the skills to challenge decisions made by the leaders.
- Pupils behave with courtesy and respect to teachers, visitors and each other.
- Bullying is very rare and pupils feel very safe at school.

It is not yet an outstanding school because

- Progress in mathematics at Key Stage 2 is not as rapid as in English.
- Pupils known to be eligible for free school meals do not all attend as regularly or achieve as well as others in the school.

Information about this inspection

- The inspector observed nine lessons, of which two were joint observations with the headteacher. The inspector also made a number of brief visits to other lessons.
- Meetings were held with pupils, parents, leaders of subjects, members of the governing body and a representative of the local authority.
- The inspector took account of the 48 responses to the online questionnaire (Parent View) at the time of the inspection.
- He observed the school's work and looked at a number of documents, including records of the progress of pupils in each class, planning and monitoring files, behaviour records and documents relating to attendance and safeguarding.

Inspection team

Terry Elston, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The vast majority of pupils are of White British heritage and none speaks English as an additional language.
- The proportion of the pupils eligible for the pupil premium is below average. In this school, this is additional government funding for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, including those supported through school action and at school action plus or with a statement of special educational needs, is average.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress.
- The school has recently achieved the International Schools and Eco Schools awards and the Basic Skills Quality Mark.

What does the school need to do to improve further?

- Make sure that progress in mathematics at Key Stage 2 matches that in English by:
 - giving pupils more practice at quick mental calculations
 - ensuring that pupils know their targets and how they can attain the higher levels
 - planning more occasions for pupils to use their number skills in all subjects.
- Ensure that pupils entitled to the pupil premium achieve as well as others in the school by:
 - making sure that all staff are aware of who these pupils are
 - the leaders and governing body evaluating the impact of the funding and checking regularly on the gap between the attainment and attendance of these pupils compared with others in school.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from starting points on entry to the school that are typical of their age group. Pupils are proud of their achievements and feel well prepared for the next stage in their education.
- Children do very well in the Early Years Foundation Stage and make particularly fast progress in their reading and number skills. This is because they have many opportunities to practise these in all areas of their learning. They learn to work and play together and cooperate well when working at challenging tasks such as devising strategies for counting a pile of bottle tops. One said triumphantly, 'That was dead hard but we did it'.
- The school uses the outdoor area for Reception children very well and this provides an exciting place to learn and have fun. For example, one group thoroughly enjoyed using guttering to move water from one place to another.
- By the end of Year 6, pupils read widely and many scan texts in books and on computers quickly to gain information. Pupils write exciting stories, but also enjoy factual writing. For example, their work when giving arguments for and against school uniform was written in a lively style and ensured the reader could see both sides.
- Disabled pupils and those who have special educational needs make good progress in both English and mathematics as a result of the good help given by teachers and support staff. They do particularly well in their reading because of the many opportunities to improve their word-building skills.
- Pupils' attainment by the end of Year 2 in reading, writing and mathematics is broadly average. The improvement shown in the 2012 assessments have been maintained this year. In their mathematics, pupils count accurately and use their skills well in problems such as sharing party food between guests. The additional focus on teaching reading skills shows in the way they read fluently and readily pick up a book and read for pleasure. Pupils take care with their writing, and make good progress when tasks, such as describing the plight of a dog with an injured leg, capture their imagination.
- At Key Stage 2, following a pattern of well above-average attainment in the national tests, there was a sharp dip in 2012. This was particularly due to slow progress by some pupils in mathematics. The school has rectified many of these weaknesses and attainment has improved. Nevertheless, there are still some older pupils who count on their fingers to work out simple sums.
- Pupils entitled to the pupil premium make steady progress but, while the gap between them and others in the school is closing, their attainment tends to be lower than others in both English and mathematics. The gap in mathematics is small, but in English for the oldest pupils, it is over one term compared with others in the school. Not all teachers have sufficient awareness of who these pupils are to give the necessary support.

The quality of teaching is good

- Teachers ensure that lessons move at a fast pace and this helps maintain pupils' interest. Starter

sessions and clear explanations are followed by good opportunities for pupils to work individually or in groups.

- The good and often outstanding teaching in the Reception class gives children a very good start to school. Adults provide tasks that are challenging and good fun. For example, one group listened carefully to the story of *The Three Little Pigs* and then set about building a house of card and straw that some still felt would thwart the bad wolf.
- More-able pupils are provided with challenging work that requires them to organise their own learning and find things out for themselves. They thrive on this and some in Years 6 attain very high standards.
- Teachers use technology well to illustrate their lessons, and pupils respond very well to this approach. For example, one teacher used the interactive whiteboard very effectively to help pupils understand how many different ways three medal winners at sports day could be placed on the podium. They found the task demanding but said how seeing it on the whiteboard helped them.
- Teachers manage behaviour well, with clear rules about how pupils should act and very good use of rewards for those who behave exceptionally well. This makes the most of time in lessons and pupils appreciate how it helps them get on with their work.
- The teaching of disabled pupils and those who have special educational needs is good, and they achieve well in both English and mathematics. In lessons, the teachers make sure that these pupils have every opportunity to ask and answer questions, and this enhances their confidence.
- The teaching of reading skills is very effective. The new system adopted by the school provides regular practice at breaking words into sounds, and the good training for both teachers and teaching assistants ensures that these skills are taught consistently well.
- In writing, teachers capture pupils' enthusiasm with exciting projects and this approach has helped raise boys' attainment considerably over the last two years.
- In mathematics, teachers provide many good opportunities for pupils to explore shapes and conduct investigations but sometimes pay too little attention to enhancing their basic calculation skills.
- Teachers mark pupils' work promptly and, in English, give some excellent guidance on how pupils can improve. This is less the case in mathematics, where not all pupils know their targets or how they can attain the higher levels.

The behaviour and safety of pupils are good

- Pupils' consistently good behaviour makes an important contribution to their learning. They understand the rules and appreciate what makes them go up and down the behaviour chart.
- Children in the Early Years Foundation Stage learn the importance of good behaviour quickly and show maturity as they choose activities for themselves. They persevere well with their tasks and cooperate well with one another.
- Pupils show a very good awareness of all forms of bullying and know that adults handle any

instances of unacceptable behaviour well. Records show that instances of bullying or racism are very rare and decreasing year by year. Pupils say this is a very safe place to learn where everyone gets on well.

- Pupils are courteous and treat adults and one another with respect. In lessons, they listen carefully to the views of others and are not afraid to change their mind on an issue.
- Pupils develop a good awareness of potentially unsafe situations and speak knowledgeably about road safety and the dangers of unsupervised use of the internet. Older pupils help the younger ones understand some of these dangers by producing excellent posters that show clearly how to stay safe.
- Pupils take responsibility well and enjoy representing the views of others as members of the school council and eco-committee. Older pupils act maturely as sports leaders and enjoy setting up an activity for the young ones and playing with them.
- Pupils enjoy coming to school. They are punctual and attendance is broadly average. However, there is a pattern of pupils eligible for the pupil premium having more absences than others.

The leadership and management are good

- The headteacher is highly respected by all members of the school community for the way she has led improvements at a sensible pace. Her expectations are high and she has helped create a very good sense of teamwork where all work towards common goals.
- The school has made good improvements since the last inspection, particularly in the quality of teaching and provision for the children in the Early Years Foundation Stage. The leaders' accurate self-evaluation and action to rectify weaknesses show that the school has the capacity to continue this improvement. This was seen to good effect recently when the school rectified weaknesses in boys' writing and improved progress in mathematics at Key Stage 2.
- The very good systems to evaluate the quality of teaching and learning provide teachers and teaching assistants with clear guidance on how to raise attainment. Annual reviews of teachers' performance arising from these observations are providing challenging targets for their development, good opportunities for training and inform decisions about their pay and promotion.
- The school makes good use of local schools to provide cost-effective training and opportunities to learn from each other's best practice.
- Safeguarding systems are robust and meet all requirements. These are reviewed regularly and valued highly by pupils as well as their parents.
- The school provides much to encourage pupils to reflect on issues such as the wonders of nature and the impact humans have on the environment. The pupils enjoy the 'Forest School' activities immensely and gain much from building things out of natural materials and appreciating the beauty of their surroundings.
- The school makes good use of the expertise from the local authority to improve teaching and learning. For example, the headteacher has benefitted from joint lesson observations with its advisers and there has been effective support given to the governing body to improve their

skills.

- The leaders allocate more than the allocated funds to support the progress of pupils eligible for the pupil premium. However, they do not check carefully enough on the attainment or attendance of these pupils to evaluate the impact of this spending.
- Teaching programmes provide a balanced range of interesting activities that help to make learning fun. The recent additional focus on improving pupils' literacy skills has proved effective, particularly in the way pupils use their reading and writing in all subjects. However, this is less often the case in mathematics, and the school has rightly identified the need to include more number work in the topics.
- **The governance of the school:**
 - The governing body has a good understanding of the school's effectiveness gained through regular visits, meetings with senior leaders and observations of lessons. Recent training means that the governors have the skills and confidence to hold the leaders to account. They know how the school compares with others and take a full part in its improvement. They ensure safeguarding requirements are met and are closely involved in the evaluation of teachers' performance and its impact on their pay. Governors have a good awareness of the school's budget. For example, they know how the funding for disadvantaged pupils is spent and why it is allocated in this way. However, they have too little information on the impact it has on pupils' academic and personal development.

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.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112567
Local authority	Derbyshire
Inspection number	413125

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Colin Crowder
Headteacher	Liz Peach
Date of previous school inspection	6 June 2009
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