

Horsendale Primary School

Assarts Road, Nuthall, Nottingham, NG16 1AP

Inspection dates 2–3 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress. From starting points in line with those expected for their age, they reach standards in English and mathematics at the end of Year 6 that are above national averages.
- Teaching is good. Leaders and all staff share high ambitions for the pupils. Teachers motivate both boys and girls to learn through interesting and well-planned activities.
- Pupils behave exceptionally well and enjoy school very much. Relationships between adults and children are excellent.
- Pupils work together maturely and sensibly. They have a clear understanding of how to keep themselves safe.
- Leaders monitor teaching and achievement very closely, and use the results well to improve the quality of teaching and learning.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils from varied backgrounds get on noticeably well together.
- Pupils enjoy a wide range of out-of-school activities. They have many opportunities to take on responsibilities and serve their community.
- The governing body is well organised and effective. Governors know the school well, and use performance information effectively to hold the school to account for pupils' achievement and all-round development.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Achievement is not as consistently strong in writing as it is in reading and mathematics.
- The feedback teachers give to pupils when marking their work does not always show them how to improve it.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 16 lessons or parts of lessons, two of them with the headteacher, and made brief visits to several more. They also examined closely the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, senior leaders, school staff, governors, and an officer representing the local authority.
- Inspectors reviewed a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 51 parents and carers had posted responses to the online questionnaire, and analysed 18 questionnaires completed by staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Ian Hart

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The large majority of pupils are White British. The proportion of pupils from other ethnic groups is in line with the national average. The proportion who speak English as an additional language is well below average.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional government funding, which in this school applies only to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher has been in post since September 2012.

What does the school need to do to improve further?

- Make sure pupils make consistently rapid progress in writing by:
 - giving all pupils opportunities to practise the skills of writing at length, not just in English, but also in other subjects
 - insisting that pupils are careful about spelling, punctuation and grammar in all their written work, not just in the work they do in English lessons.
- Make more teaching outstanding by:
 - making sure that the pace of learning in all lessons is as rapid as it currently is in the best
 - showing pupils clearly through marking how well they are doing and what they need to do next to improve their work
 - making sure that all pupils act decisively on the advice they receive in marking and other feedback.

Inspection judgements

The achievement of pupils is good

- Children join the school in Reception with the knowledge and skills expected for their age. From the beginning all groups make good progress as they move up the school. By the end of Year 6, standards in English and mathematics are above average.
- National test results in Year 6 had been consistently above average for some years, but they dipped in 2012 and were closer to average. The new headteacher and staff investigated this thoroughly and took effective action, making sure that in all classes a daily session of mathematics and English took first priority. The school's detailed and rigorous tracking of pupils' progress and the work seen during the inspection show that current pupils are making good progress, and are now securely back on track to attain the previously high standards at the end of this year.
- There is no marked variation in achievement between boys and girls. Disabled pupils and those who have special educational needs also achieve well. Their needs are diagnosed efficiently and they receive good support from teaching assistants and other adults in lessons. Pupils from minority ethnic groups and the small number who speak English as an additional language also make progress in line with other pupils.
- Pupils who are known to be eligible for the pupil premium receive good support from the extra activities the additional funding has provided. In 2012 Year 6 pupils had only had the benefit of this support for one year. The standards attained by these pupils were on average roughly half a term behind those of other pupils in reading and writing and one and a half terms behind in mathematics. Even so, these gaps were narrower than found nationally for similar groups of pupils.
- Pupils are very enthusiastic readers and are proud of their new library. They told inspectors why they love reading: 'Reading helps you spell things,' 'You find new things out, it's really interesting.' The most able pupils in Years 1 and 2 can read fluently and with excellent expression, showing skills well above average. Less-able pupils could show inspectors how they cope confidently with unfamiliar words using the 'sounding out' techniques they have been taught.
- Pupils' scores in the 2012 Year 1 reading check were below average, but the staff took concerted action, giving greater emphasis to developing pupils' reading skills every day. When retested a few weeks later, pupils' scores were well ahead of the national average. Current pupils are on track to exceed last year's national average by a wide margin.
- Achievement in mathematics is good. Pupils concentrate well on tasks that are chosen well to motivate both boys and girls. Some were given secret codes to crack when learning how to use logical steps in problem solving, and in another lesson pupils learnt about co-ordinates as they made plans for a game of Battleships. In all these activities, motivation was strong and learning was rapid.
- Achievement in writing is also good, although not as consistently as in reading or mathematics. In some classes progress is very rapid because pupils have opportunities to write at length and in various styles, not just in English lessons but in other subjects also. In other classes these skills are not regularly practised beyond English lessons and progress is slower.

The quality of teaching is good

- Teachers expect pupils to work hard and do their best. They plan activities that capture the interest of all groups of pupils and challenge them well. Teachers make good use of visual aids, computer technology, pair and group work, and practical tasks to stimulate learning. Pupils do not have to sit and listen passively for long periods and do not become bored.
- Pupils are given clear time limits in which to complete tasks, and lessons move at a brisk pace. In some lessons the drive and energy of teachers and pupils make for an outstanding rate of progress, although this is not yet the case in the majority, where the pace is good rather than outstanding.
- Teachers' explanations are clear. They use appropriate technical terms and expect pupils to do the same. Teachers are highly skilful in posing questions which cause pupils to think deeply about their work, and use them very effectively to check that all pupils understand what they are doing and are not falling behind.
- Teaching assistants and other adults provide good support for disabled pupils and those who have special educational needs. This is mostly done in class although these pupils are occasionally taken out for brief one-to-one activities nearby. Teaching assistants are well informed about pupils' needs, and use their initiative in supporting pupils while also challenging them to do their best.
- Teachers mark pupils' work regularly, although the effectiveness of the feedback pupils receive varies from class to class. At its best it shows pupils very clearly how well they are doing and the steps they need to take to improve their work, and teachers are careful to make sure that pupils read, understand and act on the advice they are given. Sometimes, however, comments are too general, or pupils do not act on the advice given.
- In some classes teachers are careful to mark pupils' spelling punctuation and grammar rigorously, in English work as well as in other subjects. In other classes, however, these aspects are marked with less rigour in subjects beyond English. As a result, pupils' writing skills develop less quickly in these classes.
- In Reception, adults aim high from the outset. They interact constantly with children, seeking every opportunity to develop their social, language and observational and skills. There is a good balance, both indoors and out, between activities led by adults and those chosen by children themselves. The latter help develop confidence and independence.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary. High levels of mutual respect and good humour are evident in the relationships among pupils and between pupils and adults. Pupils are very polite. They have impeccable manners. The school is a welcoming place where learning takes place unhindered. Attendance is above average.
- Pupils are proud of their school. They develop confidence and self-esteem as they serve, for example, as school or class councillors, reading buddies or monitors of various kinds. They are quick to help people less fortunate than themselves through charity fundraising.
- Pupils are very well aware of the different types of bullying, including internet bullying, and the importance of e-safety. Pupils told inspectors confidently that they feel completely safe in school and that bullying is unknown. They and their parents express confidence in the headteacher and

staff to deal with such matters if they should arise.

- The school gives outstanding support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on outside agencies for support as it does so. The inspectors saw examples of how such support has enabled pupils facing particularly difficult circumstances to play a full part in the life of the school and to make progress in line with their classmates.
- The school develops pupils' spiritual, moral, social and cultural understanding very well. Pupils' awareness of the multicultural world in which they are growing up, an area for improvement at the last inspection, is now a major strength. The different backgrounds, customs and beliefs of communities represented in the school are openly discussed, enjoyed and celebrated. Visits and outside speakers also enhance this aspect of pupils' education.

The leadership and management are good

- The senior leaders' high expectations are shared by all staff. Teaching quality and pupils' progress are monitored closely. Leaders and managers have a secure understanding of the school's strengths and weaknesses and are quick to take action to remedy any underperformance.
- All staff are given personal targets, and their training needs are addressed on an individual basis. Teachers' pay rises are carefully managed, and promotion is only given when the impact on pupils' achievement shows that it is fully deserved.
- The local authority appropriately provides only minimal support to this successful school, although staff and governors have benefited from the training it provides. The new headteacher has also valued the support she has received.
- Pupils enjoy a rich and varied range of subjects and activities. Visits and special events such as Japan Day and the Victorian Day bring learning to life as well as providing lots of fun. The wide range of out-of-school activities includes sport, music, cookery and craft. An annual residential visit for older pupils, during which they enjoy activities designed to build teamwork and self-confidence, promotes pupils' resilience and self-esteem.
- Leaders make sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything the school offers. Parents speak highly about the approachability of the staff. The responses to Parent View, as well as comments made to inspectors, show that parents are highly positive about the school's work.
- **The governance of the school:**
 - The governing body is effective in promoting pupils' good achievement. Governors are trained well, and are well informed about all aspects of the school's work. They know in detail how the school's performance compares with schools nationally. They are effective in holding senior leaders to account. Governors understand how teaching quality is monitored. They make visits into school, hold meetings with leaders, visit lessons and provide written follow-up with targets for further improvement. Governors know how finances, including the pupil premium, are used to close the gaps in achievement between different groups of pupils. They make sure that any underperformance is tackled and that teachers' pay rises are linked to pupils' achievement and are fully deserved. Governors make sure that the school's procedures for safeguarding children fully meet national requirements, and that all adults who work with pupils are checked for suitability.

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	122576
Local authority	Nottinghamshire
Inspection number	412170

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	210
Appropriate authority	The governing body
Chair	Ian Morgan
Headteacher	Karen Jagger
Date of previous school inspection	8 March 2010
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