

Haddon Primary and Nursery School

Haddon Close, Westdale Lane, Nottingham, NG4 4GT

Inspection dates

20–21 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress is uneven because there is too much variation in the quality of teaching.
- In a few lessons, pupils spend too long listening to lengthy explanations. When this occurs, pupils' attitudes to learning become less positive.
- The work that teachers set in some lessons is not well enough matched to pupils' abilities.
- The marking of pupils' work does not always provide clear guidance on their next steps in learning.
- Adults in the Early Years Foundation Stage do not make the most of opportunities to develop children's language and numeracy skills.
- Pupils are not given enough opportunity to write at length. They are not challenged enough to produce work that is neat and grammatically correct.
- Pupils do not have enough opportunities to apply their mathematical skills in solving practical problems.
- There is not enough greater rigour in the checking of the quality of teaching by senior leaders.
- Not all staff with leadership responsibilities have the skills needed to drive improvement in their areas of work.
- Pupil premium spending is not always used for the pupils for whom this money is intended.

The school has the following strengths

- The strengthened governing body is determined to drive improvement.
- Pupils' good social behaviour contributes to the school's strong sense of community.
- Pupils are given a good range of additional activities outside lessons.
- Safeguarding arrangements are secure and parents report that their children are kept safe in school.

Information about this inspection

- The inspectors observed teaching and learning in 13 lessons. Four lessons were observed jointly with the headteacher. The inspectors also observed the breakfast and after-school clubs and one assembly, and made a number of short visits to classrooms.
- Pupils were observed at break and lunchtimes.
- The inspectors held discussions with the headteacher, staff, pupils, four members of the governing body and a representative of the local authority
- Groups of pupils of different ages were heard reading.
- The inspectors took account 17 responses to the staff questionnaire and 25 responses to the online questionnaire (Parent View). They met with some parents and carers at the start of the school day.
- Inspectors looked at the school's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. Inspectors also looked at information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional government funding for particular groups such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides breakfast and after-school clubs that are managed by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - teachers make full use of assessment information in the planning of lessons so that the work is suitably challenging for all ability levels
 - the introductions and explanations of learning are not too long so that pupils, particularly the most able, have more time to work independently and think for themselves
 - in the Early Years Foundation Stage adults make the most of the opportunities that arise to develop children's language and numeracy skills
 - teachers' marking provides pupils with clear guidance on how their work can be improved and that pupils respond to the teacher's comments so that they learn from their mistakes.
- Raise achievement in English and mathematics by ensuring that:
 - pupils are provided with more opportunities to write at length and for different audiences and purposes
 - teachers constantly reinforce the need for accuracy in punctuation, grammar and spelling and neatness in handwriting in pupils' work
 - pupils have more opportunity for the practical application of mathematical concepts in problem solving.
- Improve leadership and management by ensuring that:
 - there is greater rigour in the checking of the quality of teaching by senior leaders and that agreed action to improve teaching is being taken
 - staff with subject and other leadership roles have the training they need to be able to identify and tackle weaknesses in their areas of responsibility
 - teachers are provided with more opportunities to observe and learn from good practice in other schools
 - there is a review of pupil premium spending to ensure that it is used for the purposes intended and having a positive impact on pupils' achievement
 - all governors have the skills needed to check how well the school is doing.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Children's skills on entry to the Early Years Foundation Stage are generally consistent with those expected for their age. They make good progress in their personal and social development in the Nursery and Reception classes. However, progress in other areas is slower because adults do not always make the most of opportunities to guide and extend children's learning. As a result most children enter Year 1 having met, rather than exceeded, the Early Learning Goals.
- Pupils' progress varies across Key Stage 1 and Key Stage 2. Although standards in reading, writing and mathematics were above average in 2013, this was largely because the cohort contained more pupils of higher ability. In general, pupils are not building as quickly as they could on their average attainment when they enter Year 1.
- Variability in pupils' progress contributed to a sharp dip in standards in English and mathematics at the end of Year 6 in 2013. Although pupils made good progress in Year 6, it was not enough to make up for the slower progress made in earlier years. As a result, too few pupils made the progress expected of them and standards were well below average.
- Action to tackle the underachievement seen in the 2013 test results is beginning to have an impact. Analyses of school assessments and work seen in pupils' books show that pupils are currently making the progress expected of them. However, not enough pupils are making the more rapid progress needed in order to raise standards quickly.
- Not enough pupils have secure grammar, spelling and punctuation skills. This, combined with too few opportunities to write at length, limits their progress and the quality of their writing.
- In mathematics, progress is slowed because there is little difference in the level of work set for pupils of different abilities and too few opportunities to solve real-life problems.
- There are not enough pupils known to be eligible for the pupil premium in each year group to comment on their attainment without identifying them. In general, their progress in English and mathematics is similar to that of their peers. However, pupil premium money is partly used to provide more general support for learning and not always targeted on pupils for whom the resource is intended.
- Because phonics (letters and sounds) are taught systematically, pupils become increasingly confident readers. Younger pupils sound out letters and are able to blend them to read unfamiliar words. Older pupils are able to use their reading skills for research and pleasure.
- Disabled pupils and those who have special educational needs generally make the progress expected of them. They make good progress when they are taught in small withdrawal groups and the work is well matched to their individual needs.
- The school is making good use of the new primary school sports funding to promote sports and healthy activities. These initiatives are proving successful in enhancing pupils' skills in a range of physical activities.

The quality of teaching**requires improvement**

- Teaching requires improvement because its quality across year groups is too variable. As a result, most pupils make expected rather than good progress overall.
- Where teaching requires improvement, teachers do not make enough use of their knowledge of pupils' ability levels in lesson planning. As a result the same work tends to be given to all pupils, which some find too easy and others too hard.
- Occasionally, teachers spend too long explaining learning tasks when pupils, in particular the most able, are capable of moving on more quickly. When this occurs, pupils do not have enough time to work independently or to think for themselves. As a result, many lose interest and attitudes to learning become less positive.
- In some lessons in the Early Years Foundation Stage, adults are not take enough advantage of the opportunities that arise to develop children's basic language and numeracy skills through, for example, questioning.
- There is inconsistency in the implementation of the school's new marking policy. While teachers mark pupils' work regularly, they do not always identify and correct errors in grammar, punctuation and spelling. Where pupils are given guidance on how to improve their work, they are not always given time to respond to the advice given and so learn from their mistakes.
- The best progress is made in lessons where work is well matched to pupils' ability levels and teachers encourage them to talk through ideas and solve problems with a partner. This was seen, for example, in a Year 6 mathematics lesson on the ordering of fractions. In this lesson, pupils worked enthusiastically in pairs and small groups on tasks that suited their ability levels. Good progress was made because the teacher constantly probed pupils' understanding so that mistakes were picked up and corrected quickly.
- Teaching assistants work well in partnership with teachers. They provide good individual and small group support for disabled pupils and those who have special educational needs, because they are well informed about pupils' needs and what pupils will be expected to do. They also contribute well to the teaching of phonics.

The behaviour and safety of pupils**requires improvement**

- Pupils' attitudes and behaviour in lessons are closely linked to the quality of teaching. In lessons where teachers set work that is interesting and challenging they are keen to learn. In lessons where learning is not made interesting enough, many lose motivation and this adversely affects their progress.
- Pupils' social behaviour is good. They move calmly around the school and they play well together in the outside areas. Their good behaviour in the dining areas makes lunchtime an enjoyable social occasion.
- Pupils report that they feel safe in school and that behaviour is mostly good, and most parents and carers agree. School records show that there have been very few exclusions from school over recent years.
- Most pupils have a good understanding of different forms of bullying, including cyber-bullying.

Pupils spoken to all said that they were not aware of any current concerns. They were confident that adults will listen if they have any concerns and would deal quickly with any incidents quickly.

- Pupils are provided with a good range of opportunities to contribute to the school community. They are keen to take on responsibility and through, for example, the school council or as assembly monitors, make a positive contribution to the life of the school.
- Pupils are well cared for in the breakfast and after-school clubs.
- Attendance is above average and pupils are punctual at the start of the day.

The leadership and management

requires improvement

- The headteacher has set an agenda for improvement based on an accurate evaluation of the school's performance. The priorities identified in the school improvement plan match inspection findings. While there are still inconsistencies in teaching, management action to tackle weaknesses is beginning to secure improvement.
- The school is participating in a national project intended to improve the performance of schools. The school's involvement in the project is too recent for the impact to be seen on pupils' achievement. However, all staff are fully committed to the aims of the project and the drive for school improvement.
- The school has recently introduced more rigorous procedures for checking pupils' progress. These have raised teachers' awareness of the progress pupils should be making in year groups and enabled underachievement to be tackled at an earlier stage.
- Procedures for the management of teachers' performance have been strengthened. These are linked to the school's priorities and teachers' national standards. All staff understand that decisions on pay and promotion must be justified by teachers' skills in ensuring that pupils make good progress.
- The quality of teaching is checked through lesson observations and scrutiny of pupils' work. The outcomes are linked to agreed action to improve both teaching and learning. However, there is not enough rigour in the follow-up checks made by senior leaders to ensure that improvements are being made swiftly enough.
- Subject and other leaders, including the Early Years Foundation Stage, have been made more accountable for checking the quality of teaching in their areas of responsibility. While all are committed to supporting the drive to raise achievement, they do not as yet have the skills needed to accurately identify the impact of teaching on pupils' learning in lessons and to guide improvement.
- The curriculum is enhanced by art, drama, a good range of sports activities, after-school clubs, visits out of school and residential experiences. Residential visits help to develop pupils' self-confidence and promote a wider interest in learning.
- Pupils' spiritual, moral, social and cultural development is nurtured through, for example, music and the arts, and the acceptance of clearly defined boundaries of what is right or wrong.

- The primary school sports' funding is being used well to enhance the range of sporting clubs and activities the school offers. Appropriate plans are in place for evaluating the impact of this resource on pupils' health and well-being.
- Parents and carers commented favourably that help for disabled pupils and those who have special educational needs makes sure they are able to experience all the learning opportunities available. This reflects the school's commitment to equality of opportunity and the successful elimination of discrimination.
- The local authority is providing good advice and support for the school through, for example, the monitoring and evaluation of its performance and training for staff and governors.

■ **The governance of the school:**

- The governing body is in transition. A new Chair and Vice-Chair have been appointed and several new governors have recently joined the governing body. The governing body has been considerably strengthened by the expertise that they all bring to their roles, particularly that of the Chair. There is a determination to ensure that weaknesses will be tackled and that the school will have a successful future. Governors understand how the school's performance compares with that of other schools. They have strengthened procedures for holding the school to account for outcomes, including the management of teachers' performance. However, they acknowledge that not all governors fully understand the use of assessment information to recognise good teaching and challenge underperformance.
- The governing body manages funding conscientiously. Governors are informed how the income received through the pupil premium is spent, but are less secure in understanding if it is spent totally on the pupils for whom it is intended. They are also less well informed about the impact the extra spending has on these pupils' progress. The governing body ensures that training is up-to-date and that all statutory duties are met, including those relating to safeguarding of pupils. All the necessary checks are carried out to ensure pupils' safety.

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	122522
Local authority	Nottinghamshire
Inspection number	425024

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Scott Burt
Headteacher	Julian Wilson
Date of previous school inspection	2 February 2012
Telephone number	0115 952 3959
Fax number	0115 952 1521
Email address	office@haddon.notts.sch.uk

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