

# Haddon Primary and Nursery School

Haddon Close, Westdale Lane, Nottingham, NG4 4GT

## Inspection dates

14–15 June 2016

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Standards at the end of key stage 2 are not high enough as a result of a legacy of underachievement over previous years.
- The basic skills of writing are not fully embedded and some pupils' grammar, punctuation and spelling are often not accurate.
- The most able pupils do not achieve as well as they should. There is not enough challenge in their learning to ensure that they make rapid progress.
- Until recently, school leaders have not focused enough on developing teaching that challenges pupils and supports them in improving their work.
- The curriculum does not provide enough opportunities for pupils to develop their learning and interests beyond the school community.
- The roles of some leaders are not fully developed and it is too soon to judge the full impact of their work.

### The school has the following strengths

- The headteacher, working alongside colleagues from partner schools and the local authority, has accurately evaluated the school's performance and identified key priorities. Her actions are leading to sustainable improvements in outcomes for pupils and in the quality of teaching.
- Children do well in the early years as a result of good leadership and learning opportunities that develop children's basic skills.
- Governors provide effective support and challenge to school leaders and have a clear strategic vision for the school.
- Pupils behave well and have good attitudes to their learning. They feel and are kept safe.

## Full report

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

- Raise standards at the end of key stage 2, particularly in writing, by:
  - improving the basic skills of grammar, punctuation and spelling so that pupils' work is accurate and well structured
  - extending the opportunities for pupils to write for different purposes and audiences in all curriculum areas
  - ensuring a greater level of challenge for the most able pupils so that a higher proportion achieve standards beyond those expected for their age.
- Improve the quality of teaching so that it is consistently good throughout the school by:
  - ensuring that the guidance and feedback given to pupils enables them to understand how to improve their work in all subjects
  - providing work that challenges pupils of all abilities and supporting them to develop the skills to evaluate their own work
  - developing learning across the curriculum that is more relevant to pupils and their interests, both within and beyond the school community.
- Strengthen leadership by further developing the roles of middle leaders so that they contribute fully to the strategic priorities of the school.

## Inspection judgements

### Effectiveness of leadership and management **requires improvement**

- Until recently, leaders have not had high enough aspirations for the school. Standards have not been high enough and expectations have been too low, particularly for most-able pupils. Leaders have not focused on developing teaching that challenges and supports pupils to improve their work.
- The headteacher, new to the school since January 2016, has worked tirelessly to raise aspirations and implement actions to bring about the necessary improvements. She has worked with the headteacher of Morven Park Primary school and the local authority's school improvement partner to evaluate the performance of the school accurately and to identify key priorities for improvement. The subsequent actions are leading to improvements in teaching and outcomes for pupils.
- The headteacher has gained the confidence of staff and provides support and encouragement as well as challenge. Middle leaders have welcomed the opportunity to extend their roles and play a greater part in supporting colleagues and monitoring improvement. However, these roles are not fully developed and it is too soon to judge the full impact of this work. In setting higher expectations, the headteacher has ensured that staff have received training and other professional development opportunities so that they are up to date with current educational practice and priorities.
- The evaluation of teachers' performance, linked to pay progression, has not been carried out with sufficient rigour in the past and teachers have not been held to account for the achievement of pupils. School leaders and external partners now regularly and frequently check the progress of pupils and the effectiveness of teaching through a range of monitoring activities. Feedback from these activities is helping teachers to improve their practice.
- The curriculum has been based on following commercial schemes which have not reflected the context of the school and its pupils. There have been too few opportunities for pupils to explore their own interests and develop an understanding of their wider community. The school has recently introduced more educational visits for pupils, including a residential visit for Year 6 pupils. Visitors to the school have also provided additional opportunities that have broadened the curriculum, enabling pupils to participate in a wider range of learning experiences. As a result, pupils are now more engaged in their learning.
- The PE and sports funding received by the school provides after-school sports clubs for pupils. Some PE teaching is provided by sports coaches, and this gives teachers opportunities to observe and work alongside them and to develop their own skills and knowledge.
- The pupil premium funding is spent mainly on additional teaching time for pupils. This is largely for small group sessions with teachers or teaching assistants for pupils needing additional help or at risk of falling behind. Although it is clear how much has been spent, there has been little evaluation of the effectiveness of this support. However, one pupil told the inspector that they had found the booster group sessions very helpful; school assessment information confirmed the rapid improvement made as a result of this support.
- Pupils who have special educational needs or disability are well supported and make similar progress to their peers from their individual starting points. Teaching assistants often provide good support for individuals or small groups. They encourage pupils to be self-reliant and independent. The school works effectively with other agencies where appropriate.
- The headteacher has introduced improvements to the communication with parents, including newsletters that are more frequent. Parents also have been invited to attend information-giving sessions. The website provides other news and information. However, there is some information that is missing or out of date so the website does not meet all requirements.
- The school values, DREAM (Determined, Respect, Enjoy, Achieve, Make Memories), are central to the pupils' spiritual, moral, social and cultural development. Displays around the school remind pupils of the importance of behaviour that shows tolerance and caring for others. Pupils learn about the democratic process through the activities of the school council. Lessons and assemblies include the opportunity to discuss values and explore the way people treat each other. For example, an assembly observed during the inspection focused on the actions of professional footballers in the current European tournament; this led to discussions about sportsmanship and the school's expectations, ahead of the school's sports day.
- The local authority has provided effective support to governors in securing leadership for the school. The headteacher was initially seconded to the school for an interim period, but has now been appointed as substantive headteacher. With the support of a local leader in education, the headteacher from Morven Park Primary School, staff and governors have been able to work alongside colleagues to moderate and develop their work; a strong partnership is developing between the two schools.

The school is also part of a local teaching school alliance and this provides additional training and professional development opportunities.

#### ■ **The governance of the school**

- Governance has improved since the last inspection. Governors are knowledgeable and have a clear picture of the strengths and weaknesses of the school. They have recognised the need for the school to engage with external partners to help the school improve more rapidly. They have arranged training for themselves and ensured that they have the knowledge to support and challenge school leaders.
- Governors have aspiration and strategic planning at the centre of their work. They have a clear vision for the school that also includes improving the buildings to make the learning environment fit for purpose.
- Governors are aware of the need to improve standards more rapidly and are actively involved in monitoring pupils' progress and checking on the quality and effectiveness of teaching. They check the school's performance so they know how well the school compares to other schools locally and nationally and how different groups of pupils within the school are performing.

- The arrangements for safeguarding are effective. Staff receive regular update training and are kept informed of any changes to policy or practice. Documentation meets statutory requirements. Case studies indicate that all relevant procedures are in place and followed. The school supports multi-agency meetings for pupils where there are concerns. The school is proactive in providing support for potentially vulnerable pupils.

### **Quality of teaching, learning and assessment** requires improvement

- Teaching requires improvement because sometimes lessons do not provide appropriate levels of challenge for all groups of pupils, particularly the most able. For too many pupils, basic skills in writing are not secure, particularly grammar, punctuation and spelling, which are often not accurate. However, the improved teaching of phonics is ensuring that the improvements in reading continue.
- Assessment information has not been used to best effect when planning lessons, but this is improving as the quality of assessment information improves. Teachers plan their lessons with clear objectives for learning but sometimes activities lack the flexibility for additional challenge. Sometimes, pupils do not know what they have to do to be successful. However, in a Year 4 lesson, the teacher discussed with the pupils what they needed to include in their piece of writing and helped them to make a checklist they could use to evaluate their own work.
- Work in books shows that pupils often do the same activities and these are not adapted for different abilities, so for some the work is too hard or too easy. Books are marked regularly, but the comments do not always expect or support pupils to improve their work. Some work in topic books is of a similar standard to that seen in writing books, but there are not many opportunities to apply and develop writing skills in other contexts, particularly for younger pupils.
- Lessons usually maintain a brisk pace. Teachers use questioning well to check pupils' understanding and sometimes to probe more deeply, encouraging pupils to think hard and justify their answers. The use of 'talking partners' gives all pupils the opportunity to take part in discussion of their learning.
- Pupils are well motivated and keen to learn as a result of good relationships with teachers and other adults. Pupils maintain good concentration and work collaboratively with others. They participate in discussions and share their ideas.

### **Personal development, behaviour and welfare** is good

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and have good attitudes to learning. They are respectful of adults and each other and talk about the school's values (DREAM) and how they are important in creating a harmonious atmosphere.
- Pupils say the school is a safe place. They told the inspector that gates are locked after arrival in the morning and visitors have to be 'approved' by the office staff before being given a badge and allowed into school. They say that teachers and other adults will help them if they have any worries or concerns.

- Pupils understand different types of bullying, including physical bullying and cyber bullying. They say there has been bullying in the past, but not recently as a result of the new behaviour policy which has clear rewards and sanctions. Some parents voiced concerns about bullying, but others echoed the pupils' comments by noting recent improvements.
- Pupils valued the work they have done to learn about how to keep themselves safe, for example e-safety week (including training for parents), DARE (drug abuse) for Year 6 pupils and 'sun awareness' week.

### Behaviour

- The behaviour of pupils is good. Their conduct around the school and in lessons is good. They enjoy the social times of the day including lunchtimes, when they all eat together with their friends.
- Pupils value their education and appreciate the help they get from teachers. They enjoy the challenge of learning, particularly relishing the 'mild, medium or hot' challenges in some classes.
- Pupils are mindful of children who may not be as fortunate as they are. They have taken part in charity fundraising events.
- Attendance is broadly average. The school checks all absences and has procedures in place to follow up persistent absence. There are now fewer pupils with high levels of absence.

### Outcomes for pupils

### require improvement

- Historic data shows standards at the end of key stage 2 to be below average and progress to be poor. Outcomes in writing, including grammar, punctuation and spelling, are weaker than in reading and mathematics. Leaders have been taking effective action to overcome the historic underachievement of pupils, especially in writing and for disadvantaged pupils.
- Assessment information held by the school for current pupils shows an improving picture as a result of the recent focus on improving teaching. Although pupils' attainment in writing remains weaker than reading and mathematics, the majority of pupils are working at the levels expected for their age in all subjects. Work in pupils' books matches the assessments made by teachers, demonstrating the improving confidence in the school's new systems.
- The school's assessments show that most disadvantaged pupils achieve as well as others in the school except where they also have special educational needs and have lower starting points. Focused support for these pupils has helped them make more rapid progress over the past year.
- Pupils with special educational needs or disability make at least expected progress. For pupils with a starting point below that expected for their age, assessments and tracking information show that intervention programmes have been successful in accelerating progress. Many of these pupils are now working at broadly age-related expectations.
- The most able pupils are working at levels expected for their age or beyond. However, not all are making enough progress towards the highest standards. School assessment information shows approximately one quarter of pupils working at levels beyond age-related expectations; pupils' starting points suggest this figure should be higher.
- Pupils are encouraged to read widely. Younger pupils use their phonics knowledge (the sounds letters make) to help them decode the words and sometimes this means they focus more on accuracy than meaning. However, readers who are more confident show a good understanding of the text and can answer questions about a story. Older pupils read confidently and accurately and most say they enjoy reading for pleasure. They have a good understanding of what they are reading and can give examples in the text when answering questions. They feel they have a good range of reading skills that will help them cope with the transition to secondary school.

### Early years provision

### is good

- Most children are welcomed into the early years in the part-time Nursery class; they then transfer to the full-time Reception class. They settle well and work happily with the team of teachers and teaching assistants. Staff work well as a team and ensure that this is a welcoming and purposeful learning atmosphere.

Children start school with skills and knowledge broadly typical for their age. In recent years, the proportion of children achieving a good level of development has been below the national average. The new early years leader has been quick to identify improvement priorities and implement changes that have led to children making rapid progress. As a result, the proportion of children expected to achieve a good level of development has risen and current assessments show that this year the proportion is likely to be above the national average.

- Training and professional development opportunities for staff have ensured all teaching in the early years is good. Children have access to a wide range of learning opportunities and experiences. All adults make careful assessments so that the next steps in learning can be carefully considered. Teachers in the Reception class and the Year 1 class are working closely together to ensure that children are well prepared and make a smooth transition to key stage 1.
- The learning areas are well organised, both indoors and outside, with clearly designated areas for different types of learning. Consequently, children know where resources are kept and can work independently. There are many examples of writing and different reading materials to promote language and communication. During the inspection, effective role play and art activities were seen to promote language development; children used computer tablets effectively to support their mathematical learning.
- Children behave well and work cooperatively, developing respectful and tolerant relationships. They work and play happily, which indicates that they feel safe and secure. Potentially vulnerable pupils are well supported. The school works well with parents to develop a positive partnership to support children throughout their time at the school.

## School details

<b>Unique reference number</b>	122522
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	10001798

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

<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>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Scott Burt
<b>Headteacher</b>	Nina Capek
<b>Telephone number</b>	0115 952 3959
<b>Website</b>	<a href="http://www.haddonprimary.co.uk">www.haddonprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:office@haddon.notts.sch.uk">office@haddon.notts.sch.uk</a>
<b>Date of previous inspection</b>	20–21 November 2013

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- Most pupils are White British. The number of pupils from minority ethnic groups or with English as an additional language is below average.
- The percentage of pupils with special educational needs or disability is broadly average.
- The nursery provision is available in the mornings only, on a part-time basis.
- The school provides a breakfast club and an after-school club.
- In 2015, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has received support from the headteacher of Morven Park Primary School, who is a local leader in education. A partnership between the two schools is developing and staff from both schools work together to share good practice. The school is also part of the local teaching school alliance.
- The headteacher was initially seconded to the school for a temporary period, but was appointed to the permanent post of substantive headteacher. This will take effect from September 2016.
- The school does not meet requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, some of which were observed jointly with the headteacher. They also observed small groups of pupils and listened to some pupils read.
- Inspectors held meetings with governors, senior leaders, English and mathematics leaders, the early years leader and the SENCo (special educational needs coordinator). Inspectors also talked to pupils. A meeting was held with the local leader in education and a representative of the local authority. An inspector held a telephone conversation with the CEO of the teaching school alliance.
- Inspectors looked at a range of pupils' books and considered the assessment information held by the school. These activities were carried out with the headteacher and deputy headteacher.
- A range of documentation was evaluated by inspectors, including records relating to safeguarding and behaviour in the school.
- Inspectors met informally with parents at the beginning of the school day and took account of the 43 responses to Parent View, the online survey.
- There were no responses to the staff survey or the pupil survey.

## Inspection team

Jane Salt, Lead inspector

Ofsted Inspector

Janis Warren

Ofsted Inspector



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