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Mr Paul Leeson
Headteacher
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Dear Mr Leeson

Short inspection of Horsley CofE (Controlled) Primary School

Following my visit to the school on 11 June 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You lead the school with integrity, modelling a genuine, caring approach and an emphasis on educating 'the whole child'. Staff work collaboratively and in shared ways that put pupils at their ease, while making them alert and ready to learn. Classrooms are exciting and positive places where the education they receive is both exciting and challenging. Any pupils who do not understand something are given good support so that they catch up quickly.

You and your staff model high expectations of what each pupil can achieve academically. Pupils are taught well with, for example, staff consistently modelling the correct terminology to pupils so that they learn how to explain things from a young age. I saw for myself how children in the Reception Year had learned what a 'predicate' is. They were using this knowledge to see the impact on sentences they were writing, such as 'The sparkling seahorse bobs up and down.' As a result of precise teaching, pupils become confident young writers and mathematicians.

You and your staff also set clear expectations of how pupils should behave. This helps pupils' behaviour, and their attitudes, to be strengths of the school. They are polite to visitors and each other. They concentrate well on what they are doing and try their hardest. They complete their work neatly and pay attention. I also noted repeatedly how they support each other to learn, cooperating well and helping each other if someone has made an error in their work. Pupils say that they feel proud to

be part of the school and enjoy coming each day to learn. Their attendance is good and is above the national average. Very few pupils are persistently absent.

Staff are highly motivated and greatly enjoy their work. They are highly positive towards your leadership, stating that you consistently treat them with respect and are mindful of their work-life balance. You give subject leaders the support and time to perform their role well. They receive opportunities to observe their colleagues teach and to scrutinise examples of pupils' work. They also help their colleagues to improve their teaching, for instance in the teaching of grammar and in ensuring that their pupils receive sufficient opportunities to solve mathematical problems. This helps staff to be more effective over time.

You have addressed all the areas identified for improvement at the last inspection. You now give the governing body good information so that it can undertake its strategic role well. Governors have a wide range of skills and experience, and challenge you effectively where they feel any aspects of the school's provision need checking or developing. You communicate well, such as through joint letters from you and the chair of governors, so that parents and carers have a clear idea of the actions you and your staff are taking and how you are addressing priorities in the school's development plan. Regular newsletters home tell parents about, for example, Science Week and 'The Great Spaghetti Challenge'. The new school website, which went 'live' on the day of my visit, gives a wide range of further clear information to them, which is supplemented by the school's Facebook page. Parents, former parents and members of the village community are regularly invited into school to see the school in action for themselves.

It is unsurprising that parents hold the school in high regard. Those who responded to Parent View repeatedly commented favourably on the climate for learning, the quality of education and the school's nurturing approach to pupils. One parent reflected the views of many others by saying:

'I am amazed at the measures the school takes, 'above and beyond', to make sure pupils feel appreciated, rewarded and included. My child absolutely loves school and enjoys learning.'

Despite the good quality of education at your school, you, the governing body and staff show no complacency and want to further improve the provision for pupils. Although teaching is consistently good across the school in English and mathematics, you are keen to ensure that this is the case in all subjects and have scheduled a review of these, beginning next term. You also plan to begin a new approach to teaching personal, social and health education (PSHE) next term.

Safeguarding is effective.

You have ensured that all safeguarding arrangements are fit for purpose. Staff are well trained in safeguarding, and alert for warning signs that a child could be being harmed. They understand strongly their responsibility to do all they can to protect pupils, and do not hesitate to communicate safeguarding information to colleagues and to report it to you. You, in turn, do not hesitate to take appropriate action in

respect of information you receive. Records I looked at during my visit show that you work well with external agencies, such as social care and the 'integrated pathways' team, so that pupils who are vulnerable receive the support they need.

Pupils I met during my visit told me with conviction that they, their siblings and friends feel safe in school. They explained how staff deal effectively with any rare incidents of bullying or unkindness that happen. They also told me how staff teach them to protect themselves against dangers such as strangers, how to cycle safely and how to swim. They are also taught how to protect themselves when using modern technology, such as the internet and mobile telephones.

Inspection findings

- During the inspection, I explored improvements in the teaching of reading and in the achievement of pupils across year groups and different abilities in English and mathematics. I also investigated the quality of provision in PSHE.
- The teaching of reading has been improved throughout the school, and particularly at key stage 1. Those pupils I met told me how they enjoy reading, and particularly the opportunity to visit their 'reading partners' each week to share books together. Pupils are given many opportunities to read well-regarded modern fiction, as well as classic literature, for example the works of Beatrix Potter and 'The Secret Garden' by Frances Hodgson Burnett.
- Workbooks from pupils currently in the school confirm that, in all year groups, pupils make secure progress in English and mathematics.
- Pupils are consistently well prepared for the next stages of their education. Published data shows that the proportions of pupils who leave both key stage 1 and 2 with at least the expected standards in reading, writing and mathematics are at least in line with, and often above, the national averages.
- The most able pupils are given work that makes them think deeply. As a result, higher-than-average proportions attain a greater depth of understanding or the higher standard in these subjects.
- Leaders cannot be sure that pupils' progress in all other subjects is as consistently strong. You and your staff have decided to undertake a review of the curriculum in these subjects, with the aim of writing a plan together of precisely what knowledge will be taught in each class and how teachers will check that pupils have remembered what they need to.
- Pupils have a very good understanding of the need to keep physically healthy. They are taught about the importance of a balanced diet and exercise, and greatly enjoy taking part in opportunities for physical education and competitions with other schools, for example in football and cross-country.
- Pupils have a growing understanding of the importance of keeping themselves mentally healthy. For example, pupils in the early years and Year 1 take part in regular yoga sessions to help them to relax and be mindful.
- Pupils are taught very effectively about the need to recognise, celebrate and sustain healthy relationships, and how it is important to always be respectful.

Pupils I met were insistent that, regardless of whether a child lives with one parent or two of the same or different gender or with grandparents or foster carers, the important thing is that everyone is loved and valued.

- The leader for PSHE is passionate in her role and has a clear understanding of the strengths of teaching in this subject. Nevertheless, she is not complacent and is determined to develop teaching in this subject further so that it is an exemplary feature of the school. She is coordinating the pilot of a new scheme for this, which will include greater emphasis on aspects such as cyber safety, for example teaching pupils the dangers of sharing 'selfie' images online.
- Leaders understand that, once they have begun to implement this scheme fully, they will need to check that it brings about the impact they intend.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- leaders review the quality of education in subjects other than mathematics and English and take appropriate action where needed so that they can be sure that pupils acquire the knowledge they need over time
- the new scheme for teaching PSHE is monitored for its effectiveness to ensure that it meets the needs of the school's pupils.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Derby, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Roary Pownall
Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you and shared my lines of enquiry. I also met with the members of the governing body and the subject leaders for English, mathematics and PSHE. I scrutinised the responses of parents to Ofsted's online survey, Parent View, and read all free-text comments. I analysed the responses to the Ofsted staff questionnaire. I toured the school with you to visit all year groups as they were receiving lessons. I looked at many samples of work in different subjects for pupils across all year groups, including disadvantaged pupils. I observed pupils' behaviour in lessons and as they moved about the school. I met with a group of pupils to hear their views about the school and the education they receive. I viewed a range of documents, including leaders' evaluation of the school's

current performance and plans for its further improvement. I considered a number of policy documents, including those for safeguarding. I examined the school's website to check that it meets the requirements on the publication of specified information.