

Inspection of Haddon Primary and Nursery School

Haddon Close, Westdale Lane, Carlton, Nottingham, Nottinghamshire NG4 4GT

Inspection dates: 12–13 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils relish the friendly, can-do atmosphere at this school. They know that staff care about them. They respect their teachers and appreciate that they make learning fun. Pupils are unanimous that the headteacher has made sure the school has got better and better.

Leaders want pupils to 'Dream Big and Aim High'. Topics pose interesting questions. Exciting books, visits and experiences bring learning to life.

Pupils are proud to take on responsibilities. They enjoy caring for the school's guinea pigs. Older pupils support younger pupils well at lunchtime. They help with routines and lead discussions about the 'question of the week'.

Pupils behave well. They think rules are fair and enjoy rewards for 'going for green'. Pupils say that bullying does not happen. If people are silly, they say it is quickly sorted out.

Leaders have created a climate where pupils feel safe and are keen to learn.

What does the school do well and what does it need to do better?

Leaders make sure that all staff meet their high expectations. This has improved the quality of education throughout the school.

Leaders have made sure that topics interest pupils. Pupils remember what they have been taught. Pupils talked about history topics they learned about last year. For example, they told me about Mayan rituals. They also explained the use of corporal punishment in Victorian schools. They were not as confident to make connections between different historical events. Leaders have set out clear guidance on what teachers should cover in all subjects over time to help pupils understand better and remember more.

The Flying High Trust provides ongoing training from subject specialists. Teachers have good subject knowledge. They use this to help pupils make links and build on what they know. This is improving pupils' understanding. For example, the religious education (RE) leader was clear about what she wanted pupils to learn last year. Pupils recalled learning that Shabbat is the Jewish day of rest. They then linked this to recent learning about creation and God taking the seventh day as a day of rest. Subject leaders receive specific training. They are starting to help other teachers to fine tune what they teach, so pupils achieve the best they can.

All staff are clear about the importance of reading. Leaders ensure that phonics and early reading are well taught from the start. This has ensured that the majority of pupils' reading is appropriate for their age. Where this is not the case, leaders are quick to ensure that further support helps pupils to catch up. All teachers read high-quality books to pupils. Pupils are keen to read. Parents and carers appreciate the

helpful guidance they are given to support their children.

Teaching in mathematics is well sequenced. Pupils build fluency in number skills and confidence in solving increasingly demanding problems. Pupils are well prepared to take on new learning as they get older.

In early years, children are safe and happy. They quickly learn the routines of school life and settle in confidently. They gain a secure foundation in reading and mathematics. They enjoy the interesting activities on offer.

Pupils are given many opportunities to develop as happy, healthy, thoughtful individuals. These include residentials, topic celebration events, visits to different places of worship and organising charity fund-raising.

Staff share leaders' ambitions to go the extra mile. Leaders take staff's well-being seriously. Staff appreciate the training they receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. Staff take each pupil's welfare seriously.

Leaders make sure that all staff are well trained. Staff are vigilant and are quick to share any concerns. Some staff have had training to give extra emotional support for pupils who need it.

Leaders work well with other agencies and organisations. They ensure that pupils and families get help when needed.

Leaders are aware of the risks that pupils may face, including those online. For example, pupils know that they should not share personal information online. Pupils also learn about water and fire safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made a good start in developing a coherently planned and well-sequenced curriculum which ensures that most pupils learn well and complete their programmes of study across a broad range of subjects. Leaders should now refine the curriculum by identifying the most important knowledge that pupils should acquire in each subject and ensuring that this knowledge is revisited frequently enough so that pupils, including those with special educational needs and/or disabilities (SEND), know more and remember more.
- The headteacher, deputy headteacher and trust have worked hard to develop staff's subject knowledge and pedagogy throughout the curriculum. Curriculum

leaders should now ensure that teachers, including those in early years, have a strong understanding of the knowledge that pupils have been taught previously so that the work they undertake is increasingly demanding over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142460
Local authority	Nottinghamshire County Council
Inspection number	10110027
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
Headteacher	Nina Capek
Website	www.haddonprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- At the last inspection of the predecessor school, in June 2016, the school was judged as requires improvement.
- The school became an academy, sponsored by the Flying High Trust, on 1 January 2017.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and deputy headteacher. We also spoke to the trust's chief executive officer and a number of trust personnel who support training and development in the school. In addition, we spoke to representatives of the board of trustees and the local governing body.
- The subjects we considered closely during the inspection were reading, mathematics, history and RE. This included discussions with leaders of the subject, visits to lessons, discussions with teachers about the subject, scrutiny of pupils' work in the subject and discussions with pupils about the subject.

- We checked the school’s approach to safeguarding through discussions with the designated safeguarding lead, trustees and members of the local governing body. We sampled documentation, such as school policies, the school’s single central record, and reporting of concerns and how they are followed up. We talked to a range of staff, including lunchtime supervisors, office staff and classroom staff.
- We spoke to a sample of pupils about what it is like at their school. We also observed pupils across the school day, including at lunchtime and breaktimes. We spoke to parents attending a school open morning and considered 49 responses to the free-text service and to Parent View, Ofsted’s online questionnaire. We also considered the 15 responses to the online staff questionnaire.
- We also looked at a range of documentation, including published information about the school’s performance in national assessments, the school’s self-evaluation, the school improvement plan, information related to behaviour and attendance, and the information published on the school’s website.

Inspection team

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