

Inspection of a good school: Horsendale Primary School

Assarts Road, Nuthall, Nottingham, Nottinghamshire NG16 1AP

Inspection dates: 16–17 October 2019

Outcome

Horsendale Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

This school provides an excellent, all-round education. Pupils achieve well in English and mathematics and across a wide range of subjects. Teachers make sure that lessons are interesting and well planned. They have high expectations for all pupils, saying, 'There is no glass ceiling here.' The pupils have captured this sense of ambition. They spoke with me about how their work will help them at secondary school and beyond.

Behaviour is excellent. Pupils respond respectfully to routines and expectations. They were proud to tell me that bullying is not a problem here, although they know to 'tell a trusted adult' if it should occur.

There is a caring atmosphere throughout the school. Pupils say that they feel happy and safe. They enjoy the activities such as the 'daily mile', the adult-led yoga sessions and the 'mindful movers'. There is always someone on hand if you are 'having a bad day', in the outdoor hub or the indoor den. Pupils' physical and mental well-being are catered for exceptionally well.

Parents speak warmly about the quality of education and care their children receive. Typical comments were, 'I feel that my child is treated like an individual' and 'A first rate school with excellent leadership.'

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

Leaders and staff have spent much time and thought on improving how subjects are taught. New plans are now firmly in place across all subjects. Staff are confident in their teaching because they are very well trained.

There is a strong emphasis on the importance of reading. Children in the Reception class begin learning to read as soon as they start school. The vast majority of pupils are fluent

readers by the end of Year 2. Pupils of any age who need help to catch up receive individualised daily support. Class reading areas are impressive. They provide inviting spaces for pupils to explore and develop a love of reading. Daily STAR (sit together and read) sessions allow for individual and group reading. Pupils were especially proud to tell me about their school library, the 'book burrow'. They say that this is a magical space which is highly regarded as an exciting place to be.

Teachers understand that pupils need to develop a rich store of knowledge and skills as they progress through the school. They plan interesting themes which connect together. I saw this working well during lessons when pupils were studying the Second World War and the Stone Age. Pupils showed an impressive depth of understanding in these subjects.

Adults and pupils have positive relationships throughout the school. This helps to ensure that pupils behave well and lessons flow smoothly.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Staff skilfully adapt resources to remove any barriers to learning. Pupils with SEND are fully included in all lessons and activities.

Pupils contribute to the life of the school in a wide variety of ways. They happily take up roles such as the 'play pals', and as members of the 'eco team', and the school and sports councils. Charity fundraising and community activities are often suggested by pupils. These activities help pupils to become thoughtful individuals who are well prepared for life in modern Britain. Pupils understand and appreciate the range of faiths and cultures represented in society. Pupils' artwork around school reflects this awareness. For example, the corridor of 'festival trees' showcases work of a very high quality.

Staff speak enthusiastically about the strong support they receive from leaders and colleagues. They feel that school and trust leaders are mindful of their well-being. Staff say that systems are manageable and do not add unnecessarily to their workload. They especially appreciate the professional network groups across the schools in the Flying High multi-academy trust. They feel that this aspect of staff training is invaluable.

Children in the early years are keen learners. They have settled extremely well. They respond quickly and sensibly to routines and expectations. Staff in the early years work effectively as a team. They plan excellent activities to promote children's development. This is particularly true for early reading and mathematics. Many parents praise the quality of teaching and care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that all staff are aware of what to do if they have any concerns about pupils' welfare. Staff and governors' training is up to date. Employment checks meet statutory requirements. All policies and procedures are up to date. Governors take safeguarding matters seriously. Pupils told me that they feel safe at school because staff

look after them very well. They appreciate the caretaker's daily routine of checking fences and locking gates. Pupils understand bullying and how to stay safe. They enjoy the termly 'how to stay safe at Horsendale' assemblies and can remember the key messages.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified appropriate priorities in the school improvement plan. Their plans for the curriculum are particularly relevant. Leaders should continue to check the application of the skills progression model across all subjects. They should also continue to provide high-quality training for staff in all subjects, to enhance the delivery of the curriculum.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Horsendale Primary School, to be good on 2–3 July 2013.

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 are 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	143471
Local authority	Nottinghamshire County Council
Inspection number	10110111
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
Headteacher	Amanda Smalley
Website	www.horsendale.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Horsendale Primary School joined the Flying High multi-academy trust in November 2016. When its predecessor school, Horsendale Primary School, was last inspected by Ofsted, it was judged to be good.
- The acting headteacher has been in post since September 2019. Prior to this, she was the deputy headteacher at the school.

Information about this inspection

- The inspector met with the acting headteacher, the acting deputy headteacher and a range of subject leaders. She also met with the chair of the local governing body and a small group of governors. She met with the chief executive officer from the Flying High multi-academy trust and several other representatives from the trust.
- The following subjects were considered in depth: reading, mathematics and history. This involved speaking with leaders and teachers, visiting lessons, speaking with pupils and looking at samples of their work.
- The inspector observed pupils' behaviour in lessons and around school and spoke with pupils about their understanding of bullying.
- The inspector considered a range of documents relating to safeguarding, and spoke

with leaders, staff and pupils about safeguarding arrangements.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

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