

# Inspection of Horsley Woodhouse Primary School

Main Street, Horsley Woodhouse, Ilkeston, Derbyshire DE7 6AT

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Inspection dates: 21 and 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils at Horsley Woodhouse are polite and friendly. They are keen and ready to learn. Most parents are positive about the school. As one parent, typical of many, commented, 'My child is happy and rushes through the gate each morning.'

Pupils benefit from a well-planned wider curriculum offer. Learning is brought to life through a range of experiences, including in the popular forest school. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are included in all extra-curricular activities, such as the choir, gardening and cheerleading clubs.

Pupils respond well to the high expectations that staff set for their behaviour and conduct. They show positive attitudes to their learning. Pupils play and work well together in lessons and at social times. Pupils say that they feel safe. They say that bullying rarely happens at this school. They are confident that staff will quickly sort out any difficulties that may arise. Relationships between staff and pupils are very positive. The Embark values of family, integrity, teamwork and success are understood and lived out by pupils.

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

Leaders have designed an ambitious curriculum that begins in the early years. In most subjects, leaders have identified the key knowledge and skills that pupils need to learn, and in what order. However, in a few subjects, this work is not yet complete. Leaders continue to improve and refine the curriculum so that what pupils need to know in all subjects is clear.

Teachers are enthusiastic and recap pupils' previous learning well. This helps pupils to remember what they have learned. For example, teachers revisit learning in English to check how much pupils remember. This helps pupils to improve their writing skills with increasing confidence.

The mathematics curriculum is strong. Leaders have made sure that pupils' mathematical understanding builds in small steps, right from the early years. Pupils told inspectors that they 'love' how these small steps help them to get better at mathematics.

Leaders have chosen an early reading programme that meets the needs of all pupils, including those with SEND. This programme begins as soon as children join the school in Reception. All staff receive training to teach early reading and phonics. This helps them to deliver effective reading lessons. Teachers quickly identify any pupils who may fall behind. Pupils develop well as accurate, confident readers.

Leaders have ensured that the curriculum is equally ambitious for pupils with SEND. Staff provide effective support to help these pupils to access the full curriculum.

Most parents of pupils with SEND are very positive about the support their children receive.

Leaders promote pupils' broader development well. Pupils know the importance of respecting people from a range of backgrounds and lifestyles. They value opportunities to learn about other cultures and religions. For example, pupils commented that learning about Diwali was 'fun' and 'interesting'. Pupils appreciate learning about different occupations and careers. This enthuses some pupils to consider their own ambitions. Staff encourage children in the early years to develop as independent and confident learners. For example, after a visit to a farm, children in the early years set up their own 'farmers' market' to raise money. However, pupils do not understand important British values, such as democracy, as well as they should.

Pupils' behaviour in lessons is calm and respectful. This helps them to concentrate on their work. Pupils say that sometimes there is calling out in lessons, but that teachers deal with this effectively when it happens. Leaders have introduced a new approach to encouraging pupils' attendance. This is having a positive impact.

Governors and trust leaders have an accurate view of the strengths and needs of the school. They ensure that leaders focus on the right things at the right time. Staff recognise how leaders' actions have improved the school. They say that they are proud to work here, and appreciate leaders' concern for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff receive appropriate and regular training on how to keep pupils safe. This enables staff to identify and report any concerns. School leaders follow up on all concerns effectively. They work closely with outside agencies to provide any help that pupils and families may need.

Governors work with leaders to ensure that the school's systems for keeping pupils safe are effective and meet pupils' needs. Leaders ensure that they carry out appropriate checks on staff before they start working at the school.

Pupils learn how to keep themselves safe. This includes potential dangers they may face online.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, leaders have not yet precisely identified the knowledge and skills that pupils should gain, and in what order. As a result, pupils' knowledge in these subjects is not as strong as it is elsewhere. Leaders should ensure that the curriculum enables pupils to know and remember more in all subjects.
- Leaders have not ensured that pupils understand the fundamental British values as clearly as they should. Pupils do not fully appreciate and respect values such as democracy and the rule of law. Leaders should ensure that they enhance pupils' spiritual, moral, social and cultural development in all aspects, so that pupils are well equipped to participate in modern British society.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	146444
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10268485
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Armitage
<b>Headteacher</b>	Parmjit Atwal
<b>Website</b>	<a href="http://www.horsleywoodhouseprimary.co.uk">www.horsleywoodhouseprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The headteacher took up post in January 2021.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, groups of staff, and pupils. They met with representatives from the Embark Multi-Academy Trust and members of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, English, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers,

looked at samples of work and spoke to pupils about their learning. The lead inspector listened to pupils read to an adult.

- Inspectors also spoke to leaders about curriculum development in other subjects.
- Inspectors considered the school's culture for safeguarding. Various meetings were held with leaders to evaluate the school's systems and procedures to keep pupils safe. The lead inspector also scrutinised the school's record of pre-employment checks.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and the staff survey.

### **Inspection team**

Martyn Skinner, lead inspector

Ofsted Inspector

Sarah Allison

Ofsted Inspector

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