

# Inspection of Horsendale Primary School

Assarts Road, Nuthall, Nottingham, Nottinghamshire NG16 1AP

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Inspection dates: 9 and 10 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The headteacher of this school is Amanda Smalley. This school is part of Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

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

Horsendale Primary School has high expectations of what pupils can achieve and how they should behave. Pupils meet these expectations consistently well. The school is caring and welcoming. Pupils enjoy learning here. They said that their teachers are kind and supportive. Parents and carers hold the school in high regard. A typical comment from parents is that the school is 'fantastic' and that their children love going to school.

The school is calm and orderly. There are clear routines that pupils understand and follow. Pupils behave exceptionally well. Staff use praise effectively to reinforce the school's high expectations. At break and lunchtimes, pupils play happily together. Pupils feel safe in school. They are kind and respectful to one another. They know they have many staff members to talk to if they are worried about anything.

The school provides many high-quality opportunities for pupils to develop their interests. Pupils make excellent use of these. For example, they enjoy attending football, basketball, cricket, 'maths' club and fencing. Pupils are proud to take on responsibilities in school. Some are representatives on the school and class council, and some are play leaders. Pupils also enjoy a range of exciting trips that enhance the curriculum.

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

The school has designed a broad and highly ambitious curriculum that meets the needs of pupils, including those with special educational needs and/or disabilities (SEND). In all subjects, the important knowledge and vocabulary that pupils should learn has been precisely set out. This supports teachers in delivering the curriculum well. As a result, most pupils achieve well.

Teachers have good subject knowledge. They explain new learning clearly. They question pupils effectively to check their understanding. Teachers quickly address any misconceptions that pupils may have. Teachers 'reactivate' pupils' knowledge at the start of lessons. This helps pupils to remember what they have been taught. However, in some subjects, teachers do not always give pupils opportunities to apply what they have learned. This means some pupils do not always develop a deeper understanding of the key knowledge and concepts they have been taught.

Staff support pupils with SEND well. Teachers get clear information about how they can meet the needs of these pupils. They use this well to adapt their teaching and resources so that pupils with SEND can access the curriculum and achieve well. Teaching assistants also provide effective support for these pupils.

The school ensures that all pupils develop the knowledge and skills they need to become fluent readers. Pupils start to learn phonics as soon as they start school. Staff deliver phonics lessons exceptionally well. Any pupil who struggles with reading

gets highly effective support. Pupils quickly gain the knowledge and skills to become confident readers. Through regular story times and reading lessons, pupils develop a love of reading.

Children in the Reception Year get off to a great start in their education. They benefit from a meticulously planned curriculum that precisely matches their needs. Children learn in a language-rich environment. They enjoy listening to and recounting stories. Staff skilfully enrich learning experiences by using the children's interests. Children show high levels of engagement in their learning. They cooperate well together. Staff ensure that there are clear routines. Children follow these exceptionally well. They are well prepared for key stage 1.

Pupils have excellent attitudes to learning. In lessons, they concentrate well and show resilience. Pupils who need extra support to behave well get highly effective support. This ensures that these pupils are successful in school. The school has effective processes that support and promote good attendance. Pupils attend school well.

The school has carefully planned for pupils' wider development. Through the curriculum and 'learning for life' lessons, pupils develop an excellent understanding of fundamental British values and equality. They learn how to keep themselves safe online and in the community. They learn how to be physically and mentally healthy. Pupils said that the school's values of aspiration, confidence, creativity, enjoyment, perseverance, pride and responsibility help them develop their character. In lessons, teachers provide many opportunities for pupils to discuss their ideas with each other. Pupils do this very well and listen respectfully. They have an age-appropriate understanding of different religions and cultures. They know to treat others with respect. They are exceptionally well-prepared for their next steps.

Staff are proud to work at the school. They feel well supported by leaders. Staff experience a range of professional learning opportunities that help them to improve their practice. The trust provides very effective support. Those responsible for governance know the school well. They challenge and support leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, staff do not always provide pupils with the opportunity to apply their knowledge. This means some pupils do not always develop a deeper understanding of key concepts and key knowledge. The school should ensure that all pupils get the opportunity to apply and deepen their knowledge.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143471
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10241272
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Neil Robinson
<b>CEO</b>	Chris Wheatley
<b>Headteacher</b>	Amanda Smalley
<b>Website</b>	<a href="http://www.horsendale.co.uk">www.horsendale.co.uk</a>
<b>Dates of previous inspection</b>	16 and 17 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed curriculum planning documentation and visited lessons in some other subjects.
- Inspectors visited registration and assemblies.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at break and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- The lead inspector met with trustees and members of the local governing body.
- The lead inspector met with the CEO of the trust and other trust leaders.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Mark Anderson

His Majesty's Inspector

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