

# INSPECTION REPORT

## **HORSEDALE PRIMARY SCHOOL**

Nuthall, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122576

Headteacher: Mr Brian Summers

Reporting inspector: Mr David Carrington  
15414

Dates of inspection: 29<sup>th</sup> – 30<sup>th</sup> January 2001

Inspection number: 196874

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Assarts Road  
Nuthall  
Nottingham

Postcode: NG16 1AP

Telephone number: 0115 913 2331

Fax number: 0115 913 2361

Appropriate authority: The governing body

Name of chair of governors: Mrs Carol Minkley

Date of previous inspection: 9<sup>th</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Horsendale Primary School is situated in Nuthall, a residential area in the west of Greater Nottingham, not far from junction 26 of the M1 motorway. The 95 boys and 102 girls come from the area around the school, but also from neighbouring areas across the city boundary. A slightly smaller than average proportion of pupils have special educational needs, including one with a statement. The proportion of pupils who speak English as an additional language is above the national average. There is a smaller than average proportion of pupils who are entitled to free school meals. When pupils start school in the term after their fifth birthday, they have broadly average levels of skills and knowledge.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. The headteacher gives spirited and very good quality leadership to the school and he has ensured that the school strives for high standards in everything it does. He has been very successful in promoting high standards, very good teaching and learning and a happy, family atmosphere to the school. Work to involve subject managers more in the management of the school is proceeding well, though the school recognises that more can be done to give everyone the role and responsibility for which they are ready. The pupils are at the heart of the school and they get a very good deal from the start of reception to the end of Year 6. Because pupils develop well academically and personally, the school gives good value for money.

#### **What the school does well**

- The headteacher makes sure that there is very good sense of purpose in the school and that it is very well led and managed.
- Pupils' learning moves ahead very well because teaching quality is very good.
- Standards are very good by the age of eleven.
- All pupils develop as very pleasant people who mix well and show kindness, tolerance and courtesy to others.

#### **What could be improved**

- The role of subject managers in the checking of planning, teaching and learning is not yet at the best level found in other very effective schools.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress with improvement since the previous inspection at the end of 1996. Planning is now very firmly rooted in the new National Curriculum and skills and knowledge are built systematically through the school. Processes to check and evaluate how well the school is doing are bedding in well and assessment is much more focused than it was. There are still things to be done to broaden the involvement of subject managers in the working of the school. Nonetheless, standards have risen well in the last four years because the sense of shared determination is very strong and the prospects for the future look good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	A*	A
mathematics	A	A*	A	A
science	A	A*	A*	A*

**Key**

very high                    A\*

well above average        A

above average              B

average                      C

below average              D

well below average        E

very low                     E\*

*Similar schools are those where up to eight percent of pupils are entitled to free school meals*

In the 2000 standardised assessment tests (SATs) at the age of eleven, standards were very good in mathematics and very high in English and science. Indeed, in the last two subjects they were amongst the top five percent of schools nationally. In comparison with similar schools, standards were very good in English and mathematics and very high in science. There was very little difference in the performance of boys and girls and the proportion of pupils who reached level 5 was well above that found in most primary schools.

The picture of standards is very good. Pupils start school with broadly average levels of skill and knowledge and they make rapid progress. By the age of seven, standards are good and by the age of eleven, they are very good. This marks very good progress in all classes, and the improvement made in each year group contributes strongly to the final picture. This year, standards at Horsendale Primary School are well above average in Year 6 and are at this level in all subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and produce much very good quality work. They enjoy the activities provided for them and are proud of their achievements.
Behaviour, in and out of classrooms	Excellent. The behaviour of all pupils in lessons and about the school is second to none.
Personal development and relationships	Very good. The way that pupils treat each other is very good and they develop as very mature and responsible learners.
Attendance	Good. The level of attendance is above that usually found. Pupils enjoy coming to school and work starts punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the two days of the inspection, 29 lessons or part lessons were observed. Teaching was also evaluated by the examination of teachers' planning and pupils' work completed in the last five months. All the evidence points to very good teaching quality in school. No teaching is less than satisfactory and about two thirds is very good or better. This is a much higher proportion than is usually found. The chief factor in the quality of teaching is the high expectations of work, effort and conduct that are shared amongst all staff. Another strength is the very good teaching of basic skills of literacy and numeracy. These are given much emphasis in all the subjects taught in school.

It is very clear to visitors just how well pupils learn. There is great sense of purpose and hard work in lessons and pupils build skills and knowledge at very good rates. Much of this is due to the emphasis placed on the need to become independent learners who take responsibility for their own progress. The school meets the needs of all pupils very successfully. Boys and girls, pupils who speak English as an additional language and those with special educational needs or who have particular gifts and talents all do very well in their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has both held on to a rich and varied curriculum that meets the needs of all pupils and has developed very good strategies to develop basic skills in English and mathematics in all subjects.
Provision for pupils with special educational needs	Very good. These pupils are fully part of the school. They are supported very well, they work hard and they do well.
Provision for pupils with English as an additional language	Very good. All staff are alert to the needs of these pupils and they make every effort to meet their needs. By the time they leave school, these pupils speak and understand English very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are provided with very good opportunities to discover the special qualities and attractive features of what they study and they learn right from wrong and work very well with others. They also know much about their own and other people's cultures.
How well the school cares for its pupils	Very good. All staff know the pupils very well and take very good care of them.
How well the school works in partnership with parents	Very good. Parents are pleased with what the school offers their children and they work hard to support the home-school partnership.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well led and managed by the headteacher. Other managers are generally well involved in taking the school forward, but their role in this could be even stronger.
How well the governors fulfil their responsibilities	Good. Governors give good support to the school. They are increasingly asking critical questions about school performance and using the answers to judge how well it is doing.
The school's evaluation of its performance	Good. Ways to check and evaluate how well the school is performing have improved well. Staff know more about the progress made by pupils but do not yet have consistent involvement in setting targets for individual attainment. The school applies the principles of <i>best value</i> well.
The strategic use of resources	Very good. The school has no shortages of staff, accommodation or learning resources. The budget is in a healthy state and finance is used prudently in the best interests of the pupils. Parents and taxpayers get good value for the money invested in the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The school is well led and managed and is easy to approach when there are concerns.</li> <li>• Teaching is good and expectations are high</li> <li>• Pupils' behaviour is good and they become mature and responsible learners who make good progress.</li> <li>• The school works closely with parents and gives them good quality information about how well their children are doing.</li> <li>• There is a good range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing.</li> </ul>

The inspection team agrees wholeheartedly with these positive views of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher makes sure that there is very good sense of purpose in the school and that it is very well led and managed.**

1. Since the previous inspection, the headteacher has tackled the issues facing the school with determination and hard work. He has successfully moved the school on and today, it is evident that Horsendale Primary School is very effective. Teaching, learning and standards have all improved greatly and are now considerable strengths of the school.
2. The school has kept up very well with all the changes made to education in the last few years. New initiatives in literacy, numeracy and information and communication technology (ICT) have been assimilated very successfully, yet the best of the past has not been lost. The curriculum has been preserved in rich form so that pupils have every opportunity to learn about the full range of different subjects and to discover how they are inter-related. The school does a very good job of developing basic skills and knowledge of literacy and numeracy in other subjects and ICT is put to good use to help pupils learn more about history, geography and science, for example.
3. Several new staff have been appointed to the school in the last four years. These have been the right appointments for the school and the new staff have settled well to become part of the determined team whose prime aim is to give the best for the pupils. The sense of purpose, teamwork and shared aspiration in school is immediately evident to the visitor. The school is a place of hard work, but it also celebrates its successes, rightfully.
4. In some ways, the profile of pupils has also changed in the years since the previous inspection. More pupils now come from over the city boundary and because the school draws from a wider area, it is much more representative of the world at large. Staff take great pains to integrate pupils from diverse backgrounds and the school is fully inclusive because of this. Pupils who speak English as an additional language, those with special educational needs and the gifted and talented are all welcomed and they are given every chance to settle and do very well.
5. The fabric of the school has also been perked up. The visitor's first impression of the school is of an attractive place where the prospects of doing well are great, but also that it is a happy family. The buildings are kept in very good state of cleanliness and decoration because the caretaking and cleaning staff share the determination to give the pupils the best. Learning resources are in very good condition and this reminds the pupils that good quality is both a product and a pleasure. Thus, all that the pupils see around them raises aspirations and sets expectations.
6. The mechanics of effective management are well established in school. The governors support the school well and they are becoming much better critical friends who are tuned into the principles of best value well. Decisions and their outcomes are tested carefully for success and finance is directed very effectively at the provision of very good levels of staffing, accommodation and resources to ensure all pupils make very good progress in their learning.

**Pupils' learning moves ahead very well because teaching quality is very good.**

7. Time and time again during their visit, inspectors were impressed by the purposefulness and productivity in lessons. Pupils of all ages and backgrounds work very hard and produce good amounts of quality work. This is because learning is made stimulating and enjoyable.
8. Pupils are interested in what they learn and the ways in which they do this. Reception age pupils who have been in school for less than a month, for example, settle quickly and are alert to what is happening in lessons. They more than hold their own against the Year 1 pupils in the same class. These youngest pupils were fascinated by the word chart used in their literacy lesson, and made very good attempts to recognise letters and sounds. So much so, that one five year-old said "*They*

*are consonants at the top (of the chart)“* When asked how he knew this, he chimed up *“Because the vowels are across the bottom !”* This pupil felt very valued and encouraged by the response given by other pupils and the teacher. The sense of shared occasion in learning helps all pupils to make very good progress.

9. As the pupils grow, they also become mature and responsible learners. Staff encourage the pupils to do their own thinking and to talk about their ideas, knowledge, experience and opinions, but also to bear in mind, and take account of, what others are contributing. Year 5 and 6 pupils are self-disciplined learners who work independently and responsibly. They also evaluate their own learning effectively and can suggest ways to improve their own work.
10. During the inspection hardly any reminders had to be given about behaviour. Pupils’ conduct is excellent. Pupils respond speedily to instructions. For example, the Year 4 class, whilst actively engaged in purposeful investigation of air pressure, stopped work very quickly to listen to the teacher as he reminded them of the next stage of the lesson. This session was full of intense discussion and practical activity, but it was well regulated by the pupils because they knew, and respected, the teacher’s high expectations of work and behaviour. This is a standard quality of teaching and learning in school.
11. These qualities are obvious in lessons throughout the school. What is also clear is that teachers have established the ground-rules for learning very effectively. There are no major gaps in their armoury of teaching skills and staff have the craft of teaching well established. This is shown by the high proportion of lessons that were judged to be of very good or better teaching quality. At about two-thirds of the total, this proportion is much greater than usually found. Very good teaching was seen in every class, none was unsatisfactory and the scrutiny of past work shows the reality of very good teaching through the year.
12. Lessons are very well focused on the consolidation and extension of knowledge, skills and understanding. The reception pupil who knows about consonants will learn progressively about the wonders, vagaries and challenges of standard English and by the age of eleven will write factually, emotionally and expressively, read fluently and with enjoyment, listen attentively, understand what is said and will speak with clarity and precision. Thus, the consonants of the five year-old will come alive and language and literacy will be enriched. These youngest pupils in school are faced with over seven years of fun and enjoyment in learning, but also, continual and systematic progress is a bright prospect.

**Standards are very good by the age of eleven.**

13. The recent history of the school, in terms of SATs results, has been very good. Standards in the tests and teacher assessments at the age of seven generally show that pupils make very good progress from their starting point at age five. Year 2 pupils have attained standards that are above what is expected for the age. Progress has been maintained at very good levels in the next four years, so that Year 6 pupils have attained standards that are well above the expected level. A high proportion gained level 5 in English, mathematics and science in the same period. With a little variation, this has been the picture for the last four years.
14. Where weaknesses have been identified in standards, the school has been quick to respond. The monitoring and evaluation of standards is good, and is improving even now. Thus, the weaker English results in the Year 6 SATs in 1998 were analysed carefully, the curriculum, teaching and learning reviewed, changes made and pursued determinedly. One year on, in 1999, English standards were above average at the end of Year 6, and in 2000 they hit the top – A\*. Unevenness in standards at the end of Year 2 were also tackled successfully during the same interval, and are now more uniformly good. In achieving these improvements, the school has ensured that every class is involved. So, the standards achieved at the end of Years 2 and 6 are very much a product of the hard work and effort of staff and pupils alike in all seven classes.
15. Evidence from this year’s work and observation of lessons adds to this picture of very good progress towards very good standards. Inspectors judge that standards are good by the age of seven and very

good by the age of eleven in all eleven subjects in school. This is largely the result of high expectations, determination to improve and creative and purposeful learning.

16. The school includes pupils of many backgrounds and staff are committed to their individual success. Pupils with special educational needs, for example, are given very good support and they keep up well with the others. In some cases, these pupils do very well in the SATs and their overall attainment is very good, given their starting point. The school is alert to the differences of interest, motivation and effort that affect the performance of boys and girls and has tackled these very effectively. In recent years there has been hardly any difference in the results of boys and girls and during the inspection they worked with equal motivation and success. Other groups, such as those who speak English as an additional language, those with particular talents or those who are of different age<sup>1</sup> also make very good progress because their needs and interests are very well recognised and acted upon.

**All pupils develop as very pleasant people who mix well and show kindness, tolerance and courtesy to others.**

17. Horsendale Primary School does not only pursue the *Premier League* academically. The all-round development of pupils is of parallel priority. The interests and talents of the pupils are known very well and the staff take very good care of the personal, social, moral, cultural and spiritual development of all pupils. Thus, the school football team does very well at the county level, but the school also supports and encourages the best players as they train with Nottingham Forest FC. These players talked avidly with inspectors about their aspirations to join the *big time*. School staff do their best to help *all* pupils shine.
18. The sense of harmony, co-operation and collaboration is ever present in school. Positive attitudes, exemplary behaviour and rich relationships are developed from day one in school. Pupils treat each other with respect, kindness and politeness. The playground is a place where pupils talk animatedly about their work and leisure interests, but they also listen carefully to others as they share their preferences. All pupils are sociable and dependable.
19. There is a strong sense of moral values in school. Pupils do the right thing when faced with a decision and they know both why they should not err and what the consequence of this would be. They are also alert to, and enjoy, the cultural traditions of their own families and those of others. Music is a strength of the school and displays around school show some high quality art work. Pupils also reflect very well upon the special nature of things, their importance and attractiveness.
20. Pupils develop very positive attitudes and values during their time in school. Parents identify this as one of the key strengths of the school, and inspectors do not disagree. The response of pupils to their work and to other pupils shows clearly that the school does a very good job of developing them all as pleasant individuals.

## **WHAT COULD BE IMPROVED**

**The role of subject managers in the checking of planning, teaching and learning is not yet at the best level found in other very effective schools.**

21. This is a school of very many more strengths than weaknesses. Five steps from the front door show as much. There is a buzz to learning, teaching is a class act and standards are close to the top. The headteacher and other staff pursue improvement well. However, there are still a few things to do to ensure consistency of effort and effect.
22. The headteacher has worked unremittingly to improve the school. He has had good support from governors and staff, but many of the successes are down to his vision and determination alone. He has worked well to extend the task of management to others. In most cases the challenge has been

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<sup>1</sup> Classes 1H and 1W have reception and Year 1 pupils; Class 1H also has a small number from Year 2.

grasped well and subject managers, for example, look after their responsibilities well. However, as a whole, other staff are ready to be even more accountable for teaching, learning and standards in their own subjects and areas. The headteacher recognises this and welcomes the prospect of broadening the management base of the school.

23. A good start has been made. English and mathematics have been subject to a very well thought out programme of checks and evaluation to ensure that standards and progress are the best possible. This has been very successful and standards have moved ahead well. This programme has not yet been extended to other subjects, though there is good intuitive understanding of how well things are faring in ICT, music and science, for example.
24. The school has a very good system of assessment and much valuable data is collected about standards. This data is used to set realistic, manageable and achievable targets for attainment at the whole-school and, sometimes, class levels. It is not yet used effectively enough in all classes to chart individual progress, set individual targets or to share them with pupils and parents. Additionally, the pupils themselves are not involved regularly in the process of setting, sharing and evaluating their own targets. The earlier sections of this report demonstrate that this is well within the capabilities of even the reception pupils, and the individual practice of a few teachers is a model for the staff as a whole to work from.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

25. Horsendale Primary School provides a very good quality of education for the pupils and they do very well overall. To help make this already very effective school even better, the school should:

#### **Further extend the role of all subject managers**

by:

- widening and making more systematic their involvement in the monitoring and evaluation of planning, teaching and learning.
- Involving them more consistently in target setting based on pupils' prior performance.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	62	31	3	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	197
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	25
Number of pupils on the school's special educational needs register	1

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	7

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	12

### Attendance

<b>Authorised absence</b>	%
School data	4.3
National comparative data	5.2

<b>Unauthorised absence</b>	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	16	16	16
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	89 (80)	89 (83)	89 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	10
	Girls	16	16	16
	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	89 (89)	89 (89)	96 (89)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	14	14	14
	Total	33	33	33
Percentage of pupils at NC level 4 or above	School	97 (73)	97 (95)	97 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	14	14	15
	Total	32	33	34
Percentage of pupils at NC level 4 or above	School	94 (86)	97 (95)	100 (95)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	4
Indian	3
Pakistani	3
Bangladeshi	0
Chinese	0
White	186
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	24.6
Average class size	28.1

#### **Education support staff: YR – Y6**

Total number of education support staff	4.0
Total aggregate hours worked per week	100

### ***Financial information***

Financial year	1999-2000
	£
Total income	369 140
Total expenditure	353 535
Expenditure per pupil	1734
Balance brought forward from previous year	53 393
Balance carried forward to next year	68 998



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	0	0	1
My child is making good progress in school.	64	32	0	0	4
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	45	45	6	0	3
The teaching is good.	82	17	1	0	0
I am kept well informed about how my child is getting on.	56	38	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	86	12	3	0	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	64	32	3	0	1
The school is well led and managed.	79	17	0	0	4
The school is helping my child become mature and responsible.	70	27	0	0	3
The school provides an interesting range of activities outside lessons.	32	31	22	4	10

Responses at the meeting with inspectors and on the questionnaires were overwhelmingly positive and match the findings of inspection closely.