



# Horsley Woodhouse Primary School

## Inspection Report

**Unique Reference Number** 112567  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278963  
**Inspection dates** 6 June 2006 to 7 June 2006  
**Reporting inspector** Mrs. Patricia Cox LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Community		DE7 6AT
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 880403
<b>Number on roll</b>	112	<b>Fax number</b>	01332 880403
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Colin Crowder (acting)
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Hilary Shipley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 June 2006 - 7 June 2006	<b>Inspection number</b> 278963
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This very small, popular school draws its pupils from the village and its neighbourhood. Almost all pupils are of White British background and all have English as their first language. The proportions of pupils with learning difficulties and of those with statements of special educational need are similar to the national average. There are more boys than girls. A proportion slightly below the national average is entitled to free school meals. The proportion of pupils who join or leave the school during their school career is above average. Attainment on entry to the school varies from year to year but overall is broadly average. The headteacher is returning to work after a period of long term illness, during which the school has been led and managed on a part time basis by the headteacher of a neighbouring school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school rightly judges that it provides a good education and offers good value for money. Many children in the Reception class reach standards above those expected for their age. They are well provided for. Standards in Years 1 and 2 in 2005 were too low in English, mathematics and science because of disruptions to staffing. However, the pupils concerned have regained much of the lost ground and indications are that they will reach the nationally expected standards by the end of Years 2 and 3. All pupils throughout the school this year make good progress and standards are above average in Year 6. This is because teaching is now good in all classes, with interesting activities that build on pupils' skills and knowledge well. However, standards in information and communication technology (ICT) are below average through the school due to a lack of computers. Provision for the pupils' personal development is good, particularly for their moral and social development. They behave well and make a good contribution to the community. The curriculum is satisfactory, with a good range of enrichment activities. The school cares very well for pupils' health and well-being. It is at an early stage in setting targets for pupils to reach and in involving them in the process. Teachers' marking of pupils' work does not always show them what they need to do to improve. Leadership and management are good; there is a strong focus on raising standards. Planning for improvement is carried out well overall. Senior staff check the school's performance in English, mathematics and science carefully. However, this practice is not as well developed in some other subjects. Overall, the school's improvement since the last inspection indicates that it has a good capacity for further improvement. Governors fulfil their role soundly, but do not have enough involvement in evaluating the success of initiatives.

### **What the school should do to improve further**

- Build on the work done to accelerate progress in Years 2 and 3, and in ICT throughout the school. - Develop monitoring, evaluation and planning for improvement in ICT and foundation subjects. - Extend the use of target setting and marking, and involve pupils more in assessing their own work. - Develop the role of governors in evaluating the success of initiatives.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Standards in English, mathematics and science at the end of Year 6 were above the national average in 2005, and well above in 2004. Test results showed that both year groups had made very good progress. Standards had risen considerably since 2003. The school met its challenging targets in 2005 in English but not in mathematics. Standards at the end of Year 2 were below average in writing, mathematics and particularly in reading in 2004, when progress was inadequate. This was because of significant disruptions in staffing in the Year 1 and 2 class during 2004 and 2005, which also affected the progress Year 1 pupils made. Pupils throughout the

school are making good progress this year. Standards of the pupils in Year 6 are above the national average; they have made good progress since Year 2 and are on course to exceed the school's challenging targets. The present Year 2 pupils are attaining average standards in reading, writing and mathematics. This is also the case for the pupils in Year 3, both year groups having regained much of the previously lost ground. The children in Reception achieve well, many reaching above the standards expected by the time they enter Year 1. Vulnerable pupils, the more able and those with learning difficulties do well. Standards in ICT are lower than in other schools due to problems with resources. This has been resolved and standards are improving.

## **Personal development and well-being**

### **Grade: 2**

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils thoroughly enjoy their lessons, are eager to answer and settle to work quickly and sensibly. They try their best and respond very well when given responsibilities. Pupils are polite and helpful and behave well. There is little bullying or harassment of any kind but, when it occurs, it is dealt with effectively. Pupils make a good contribution to the school community through the work of the class and school councils. They work enthusiastically with the wider community through the school's involvement in village life, for example during the annual water-well dressing. There is a good range of activities and visits to develop pupils' cultural understanding. There are satisfactory opportunities for pupils to learn about other cultures and about life in a multicultural society. Attendance is average. Pupils develop confidence and self esteem because their efforts and achievements are acknowledged and celebrated. The school gives high priority to pupils adopting healthy lifestyles and staying safe, which pupils understand well. Pupils have good opportunities to work in teams and they are learning the key skills needed for later life effectively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. Good relationships and discipline ensure that lessons run smoothly. The staff in the Reception and Year 1 class have a good understanding of the needs of young children and provide well for the different ages and abilities. Through the school, classrooms and corridors are bright and stimulating, with vibrant displays and presentations of pupils' work. Teachers plan lessons carefully and work builds on well from earlier learning for each age group and ability. They make it clear to pupils what they are expected to do, but these aims are not always kept at the forefront of pupils' attention. Teachers have high expectations of what their pupils can achieve and set tasks that are challenging. Teaching is enthusiastic, vibrant and well paced, using a variety of techniques. For example, Year 1 and 2 pupils were totally engrossed in an amusing poem that reinforced their knowledge of letter sounds well. They were encouraged to explain their answers and to develop their skills of using

language. There is some overdependence on worksheets so that pupils do not always take enough responsibility for setting out work. Marking of pupils' work is satisfactory and improving but gives insufficient guidance on how well pupils have done or what they need to do to improve. It makes too little impact on the quality of pupils' work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Staff in the Reception and Year 1 class plan a sound range of activities, balancing the requirements for the Foundation Stage and Key Stage 1. There is a strong emphasis on English, mathematics and science through the school. However, timetables do not always use time efficiently, so that it is limited for some other subjects. There is some slippage of time after playtimes and assemblies. The curriculum is enriched by German for the older pupils and by the 'theme weeks'. A good range of extra-curricular clubs, such as dance and football, extend opportunities for pupils. The curriculum includes good provision for personal, social and health education. The school provides well for those with learning difficulties. They are identified rapidly and are given good support to help them reach their specific targets.

## **Care, guidance and support**

### **Grade: 2**

The school cares very well for pupils' emotional and physical needs; they feel safe and valued. Parents are very pleased with the quality of care. Very thorough attention is given to health and safety and the safeguarding of pupils, and suitable child protection procedures are implemented. Staff are constantly alert to the needs of those who are vulnerable or have learning difficulties. The behaviour policy is applied very well. There is a sound system for involving pupils in their own learning through the use of targets. However, these are often rather general and are referred to too rarely. Assessment of pupils' attainment and progress is satisfactory and developing well. The school has made rapid strides in setting up systems for tracking individuals' progress and using the information for planning interventions to help them, but pupils are not involved enough in evaluating their own progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school has been led and managed well by the acting headteacher during the headteacher's absence. A local authority advisor supported the management team to develop their skills effectively. The headteacher has developed a strong sense of teamwork and high expectations among the staff, who are focused on high standards and improving teaching. The school runs smoothly, ably supported by the secretary. There is a good partnership with parents, whom the school consult. They are positive about the school and provide much support. Evaluation is thorough and there is a clear view of the strengths of provision and areas where improvement is needed. The school's capacity to improve is good. Monitoring of

teaching gives a secure view of the quality and its impact on learning. The school has a good view of the relative strengths of subjects. Planning for school improvement is good; there is a long term strategic view and the plan shows suitable priorities in all areas. Resolution of the staffing problems in Years 1 and 2 has had a marked positive impact. The subject leaders, for example, in English and mathematics have a good understanding of standards and plan well for improvement. However, the practice of monitoring, evaluation and planning for improvement is not as well developed in some other subjects. Governance is satisfactory. While many are relatively new to the role, they have a sound understanding of the strengths of the school and priorities. However, they do not have sufficient involvement in monitoring and evaluation of the school's work.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for making my visit to your school this week so interesting and enjoyable. I'm writing to tell you what I found out. I had a good time with you because you behave so well and are very nice and friendly to talk to. Many of you told me that you go to a good school and that the lessons are fun. I agree with you, and I think you're very lucky to be there and to take part in all the exciting activities like the well-dressing. Your teachers are very kind and take good care of you. Because they teach you well, your reading and writing are good and you're quick at doing mathematics. The children in Year 2 and Year 3 didn't do so well last year but have really caught up well this year. They'll need to carry on working hard to do as well as they can. There are a few other things I think the school could do to make things even better for you, and some ways you could help. You haven't done so well in ICT recently because you didn't have good computers. The new equipment, and especially those super whiteboards, will help you to do much better, so you'll need to work hard in ICT to make sure you can use the computers well. You all have targets to help you improve your work. When your teachers check to see if you've reached your target, I think they ought to ask you to check too. When they're marking your work, they need to tell you more about what you could do to make it even better. Your teachers know how good your work is in English, mathematics and science but need to find out more about how well you're doing in subjects like ICT, history and geography.