



Haydn Primary School

Inspection Report

Unique Reference Number 122486
LEA CITY OF NOTTINGHAM LEA
Inspection number 281277
Inspection dates 14 February 2006 to 15 February 2006
Reporting inspector Mr. David Speakman LI

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

Type of school	Primary	School address	Haydn Road
School category	Community		NG5 2JU
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0115 915 0193
Number on roll	460	Fax number	0115 915 0194
Appropriate authority	The governing body	Chair of governors	Ms.Tina Pamplin
Date of previous inspection	4 December 2000	Headteacher	Mr. James Green

Age group 3 to 11	Inspection dates 14 February 2006 - 15 February 2006	Inspection number 281277
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized primary school. About two thirds of the pupils are of a White British background. Other pupils come from a wide range of minority ethnic backgrounds and 34 are at the early stages of learning to speak English. The proportion of pupils entitled to claim a free school meal is below average and there is a below average proportion of pupils with learning difficulties and disabilities. Attainment on entry to the Nursery is below that nationally expected for children of this age. The school is part of a local 'mini' Education Action Zone.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements in the school. Although the school judges its effectiveness to be good, inspectors do not agree. Overall effectiveness is inadequate because pupils fail to make sufficient progress as they move through the school. Standards in English, mathematics and science are below average by the end of Years 2 and 6. Overall, the quality of teaching in Years 1 to 6 is unsatisfactory. Pupils with learning difficulties and disabilities achieve satisfactorily. Quality and standards in the Foundation Stage are satisfactory. The school has recently implemented strategies to improve achievement. The school predicts improvement in attainment by the end of the current school year. However these procedures are newly implemented and have not yet had a proven and sustained impact. Pupils' personal development is sound and behaviour is satisfactory overall. The school provides well for pupils' moral, social and cultural development. The curriculum lacks breadth and balance. The emphasis on some subjects means that there is insufficient time available to study others in depth. Teaching time at Key Stage 2 does not meet national recommendations. Leadership and management are inadequate. The headteacher has a strong commitment to the personal development of the pupils and the school's caring ethos, reflecting the good pastoral care, of which parents think highly. School self-evaluation is not sufficiently developed to bring about the necessary improvements. Monitoring and evaluation is not rigorous enough to ensure a consistent approach and sustained high standards. Governors do not ensure that the school meets all statutory requirements. The school provides unsatisfactory value for money.

What the school should do to improve further

- Raise standards in English, mathematics and science by improving the quality of teaching and learning in the core subjects.
- Improve the quality of self-evaluation by focussing on the impact of the initiatives taken to raise standards.
- Improve leadership and management so that the work of the school is monitored rigorously and action taken to bring about necessary improvement.
- Improve the breadth and balance of the curriculum and ensure that teaching time at Key Stage 2 meets recommended levels.

Achievement and standards

Grade: 4

The results of the Year 6 tests in 2005 show poor achievement for the second year running in English, mathematics and science and a significant deterioration in standards since the previous inspection. Standards in 2005 were significantly below average in English, mathematics and science. Attainment in English was a little better than in

mathematics and science. Taking account of pupils' starting points, they make poor progress. Higher-attaining pupils achieve better in English and the proportion achieving the higher Level 5 is just above the national average. However, the school did not reach its targets for the proportion of pupils reaching the expected Level 4 or better. Boys did not achieve as well as girls. The recent implementation of assessment procedures to monitor achievement in English and mathematics is providing a more accurate picture of pupil progress. Attainment in Year 2 is below average in reading and in mathematics and well below average in writing. Standards of attainment have declined since 2003 and are unsatisfactory. In the Foundation Stage children achieve satisfactorily and the current group are set to meet the goals children are expected to reach by the end of Reception. Pupils with learning difficulties and disabilities make satisfactory progress and attain the targets set for them in their individual education plans. Those with English as an additional language acquire sufficient English to enable them to participate in the curriculum and achieve at a similar rate to other pupils.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory overall, with many good features. Pupils enjoy school. They feel safe and valued. Consequently attendance is good. Most pupils develop confidence and high self-esteem. Most have positive attitudes to learning and work hard. The poor behaviour of a few occasionally affects the learning of others. Movement of pupils around school and behaviour on the playground are satisfactory. Pupils demonstrate that provision made for their social, moral and cultural development is good and spiritual provision is satisfactory. Personal, social and health education is effective. Provision for pupils to develop a healthy life style is good. Most pupils choose to eat healthily, enjoy physical activity and know how to keep safe. The pupils report that bullying and racism are rare. When incidents occur, they have confidence in the school's systems to deal with them. Pupils value their voice on the school council and feel their ideas are listened to. They are excited to talk about the many extra opportunities they are given to experience and participate in the arts and sports, through visits, visitors and clubs. They are proud to make a contribution to the community either through musical performances or organising fundraising events. Pupils are confident about moving to the next stage of their education but lack some of the skills in literacy and numeracy to prepare them for life beyond school.

Quality of provision

Teaching and learning

Grade: 4

Teaching is unsatisfactory overall, and too little is good. Teaching in the Foundation Stage is satisfactory and staff have a sound understanding of children's needs, but there is not enough emphasis on outdoor activities. The best teaching is lively and enthusiastic with high expectations. In these lessons interesting tasks are well matched

to ability. However, there is no whole-school understanding of what makes good teaching. Many of the lessons are unchallenging and fail to move the pupils on rapidly enough. Occasionally, the management of behaviour is inadequate. The use of assessment to inform teaching and learning is inconsistent, so work is usually insufficiently matched to pupils' attainment. As a consequence some tasks lack challenge, whilst others are too difficult for pupils unless support is available. The school has recently begun to set targets for pupils in reading, writing and mathematics and these are displayed clearly. However, few pupils know their own targets and teachers rarely refer to them in lessons. Marking is ineffective. Occasionally it shows the pupils how well they have reached their targets or the aims of the lesson and what they need to do to improve, but this is rare and some work is left unmarked. Worksheets are used much too often and pupils have restricted opportunity to set out their own work and to practise writing. Teaching assistants often make a valuable contribution in supporting pupils. Nevertheless, they sometimes sit passively during the beginnings and ends of lessons. Occasionally, they contradict the teacher and confuse the pupils.

Curriculum and other activities

Grade: 4

Although there are some good features to the range and quality of learning opportunities provided by the school, the curriculum is unsatisfactory overall. There is a good programme of personal, social and health education and pupils enjoy the valuable use made of visits and visitors to bring learning to life. The curriculum has included a foreign language for some years and puts a strong emphasis on art and music. The provision for pupils with learning difficulties is satisfactory overall, but some pupils in Years 2 and 6 of all abilities are withdrawn for extra work in English and mathematics and therefore do not take a full part in all activities. The teaching time for the pupils in Years 3 to 6 does not meet national recommendations and there is an imbalance in some timetables between classes, particularly in Year 6. Some subjects receive insufficient time to give worthwhile coverage. Pupils in the same year-group do not always receive the same learning experiences. In a number of classes, pupils receive an unvaried curriculum on some days. Significant time is allocated ineffectively to silent reading.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. This is because although the school has a very caring ethos and staff work hard to support pupils' personal development effectively, the support for the pupils' academic progress is inconsistent. A coherent system for setting targets has only recently been introduced and it is too soon to measure its impact on pupils learning. Pupils are confident that there is always someone they can turn to if they have a problem and that any difficulties that arise will be dealt with fairly. The school works closely with other agencies to make sure that pupils with learning difficulties and disabilities are identified and supported. Child protection

arrangements are satisfactory and the school has effective systems for ensuring pupils' health, safety and welfare.

Leadership and management

Grade: 4

Leadership and management are inadequate and have failed to tackle weaknesses in pupils' achievement evident in test results over the last two years. The school has recently responded to a second year of poor pupil performance, but this is too late and has not arrested the downward trend early enough or secured clear and sustained improvement. Plans exist to hold teachers to account for the progress of pupils in their classes, but monitoring and evaluation are unsatisfactory. There is little evidence of regular and rigorous monitoring of teaching and learning. Much lesson observation is informal and lacks focus. As a result there is inconsistency in the quality of teaching and learning, and pupils in different classes experience varying quality in their learning opportunities and achievement. School self-evaluation is insufficiently effective in providing leaders and managers with accurate knowledge of why achievement is weak. School development planning is insufficiently focussed on improving pupils' achievement and currently does not provide a long-term plan or vision. There are no detailed action plans on how the school will achieve many of the targets it has set for improvement this year. Consequently the school currently shows insufficient capacity to improve. Although it has met the issues raised at the time of the previous inspection, standards of attainment have fallen. Governors have a satisfactory knowledge and understanding of the school through visits. They have set challenging targets for performance management this year, focusing on improving standards. However, they do not ensure that the school meets all its statutory requirements, particularly in relation to daily acts of collective worship. Governance is unsatisfactory.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
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

We were pleased to meet you when we came to inspect your school. Thank you very much for talking to us, making us welcome and helping us find out about you and your school. We found that the school will need some help in making sure that the quality of education you receive is good enough to improve your achievement so that your work will be better in the future. The headteacher, teachers and all of the other grown ups working in your school, do their best to give you a secure place in which to learn. They look after your personal and emotional needs well but teachers need to look more closely at your progress in lessons. The headteacher, governors and other teachers with responsibilities need to know more about what is taking place in the classrooms. We feel that there is not enough variety of subjects on some days. You had good things to say about your school, your teachers and friends and it is obvious that you enjoy being here. We are asking your headteacher and governors to get teachers to help you learn better and improve the quality of your work in English, mathematics and science. They need to look more carefully at what is taking place in classrooms so that problems can be identified and dealt with. Also, the range of your learning opportunities needs to be more varied and interesting. We wish you well in the future.