



Haddon Primary and Nursery School

Inspection Report

Unique Reference Number 122522
LEA NOTTINGHAMSHIRE LEA
Inspection number 281290
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Mr. Geof Timms LI

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

Type of school	Primary	School address	Haddon Close
School category	Community		NG4 4GT
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01159 523959
Number on roll	257	Fax number	01159 521521
Appropriate authority	The governing body	Chair of governors	Mr. David Armstrong
Date of previous inspection	Not applicable	Headteacher	Mrs. Janice Biscoe

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Haddon Primary and Nursery School serves the Carlton and Gedling areas to the east of Nottingham. The school is of above average size and takes children from broadly average social and economic backgrounds. The number eligible for free school meals is well below average. Most children are White British, but there are a few from other minority ethnic backgrounds, none of whom are at an early stage of acquiring English. The proportion of children with learning difficulties or disabilities is below average. The attainment on entry of most children is broadly in line with that typically found, given their ages.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school and it provides good value for money. It offers children an effective education and a good preparation for secondary school. This view is supported by the school's self-evaluation which is focused well on what the school sees as its main purpose and priorities. Standards and achievement are good and improving. Even so, few of the more able children reach the higher levels in tests, especially in mathematics and science. The good quality teaching and learning are having a positive impact and there is good evidence to show that standards are rising. Innovations such as the recent target setting in mathematics are too new to have had much impact on standards yet, but the early indications are positive. Children's behaviour and attitudes are excellent. The school places a high priority on their personal and social development. This is interwoven into all aspects of the school's work and is resulting in outstanding provision for children's well-being and to support their healthy development, their contribution to the community and their enjoyment of learning. The curriculum is good and the school provides outstanding opportunities for residential trips and other enrichment activities. The school offers a good level of care and support for children. Children with learning difficulties or disabilities make good progress towards their targets especially when they receive extra support. One of the main reasons for the good teaching and good progress is the good quality leadership and management evident. This includes leadership at all levels and the work of the governing body. The Foundation Stage is very well led and managed, and children make good progress due to the quality of the provision, reaching at least expected standards. The improvements made since the last inspection have been good. This is especially true in improving the standards and provision in information and communication technology (ICT), and the role of subject leaders. Because of this, and the evidence showing what a positive impact current improvements are beginning to have on standards, it is clear that the school has a good capacity to improve further in the future.

What the school should do to improve further

- Improve the achievement of more able children especially in mathematics and science by ensuring the work is sufficiently challenging, given their prior attainment.

Achievement and standards

Grade: 2

The children reach above average standards overall and make good progress through the school. The current achievement is better than that found in the 2005 national tests in Years 2 and 6 and the school is in line to achieve its challenging targets. Achievement is good even though there has been a lower than average proportion of children who reach the higher levels, especially in mathematics and science. Most children enter the Nursery class with standards broadly in line with those expected. The current Year 1 children made good progress throughout the Nursery and Reception

classes and by the end of Reception the majority achieved the nationally expected levels. Achievement is improving throughout the school. In Year 2, for example, the majority of the children are making good progress in English and mathematics. Children with learning difficulties or disabilities make good progress and achieve well, due to the support they receive. In Year 6, the school's records show that in literacy almost all children are making the expected progress, and a significant proportion exceed this. The school has recognised the need to raise the standards of the more able and of the gifted and talented children. A range of measures has been put in place to achieve this, although it is too early for them to have had much impact on standards. Standards in ICT have improved since the last inspection and, by the end of Year 6, are now often above those typically found.

Personal development and well-being

Grade: 1

Children's personal development and well-being are outstanding. Attendance is broadly average. The school is a very orderly and happy community, where children's attitudes and behaviour are excellent. They thoroughly enjoy their education. Children are really well motivated and interested because their teachers provide them with an exciting curriculum. They take pride in their achievements and most present work neatly and carefully. Children feel really safe and secure in school and show a great deal of mutual care and support for each other. Children understand the importance of healthy lifestyles and engage extremely positively in playground activities, sports and healthy eating. They speak enthusiastically about the wide range of clubs and other activities. These help them to develop important skills, such as teamwork and enterprise, which lay the foundations of economic well-being. They develop a keen sense of responsibility and enthusiastically contribute to the school community by acting as playground buddies, 'Green Busters' and classroom monitors. Children particularly value the school and class councils because they are confident that the school listens to and acts upon their views. Children's spiritual, moral, social and cultural development is good. Through the well focused assemblies and personal, social and health education, children reflect very well on a wide range of issues affecting their own lives and the lives of others.

Quality of provision

Teaching and learning

Grade: 2

Children's achievement is rising because of the good quality of teaching and learning found throughout the school. The quality of teaching reflects the accuracy of the substantial monitoring that takes place. Discussion with teachers and subject leaders shows how teachers' methods and practice are improved following suggestions from their colleagues or external advisers. For example, the raised awareness of the need to ensure more able children achieve better results is already having a positive impact on the teaching. A major strength of the teaching is the relationships that are evident in classrooms. Adults and children demonstrate a high degree of mutual respect and

this leads to excellent behaviour and very good attitudes towards learning. Teachers' effective questioning helps consolidate children's learning. However, insufficient opportunities are provided for children to share ideas and explain their thinking with each other. The teaching in mathematics and science has not always been sufficiently focused on challenging the more able children, but the school has begun to address this weakness. Teaching assistants provide good support for teachers and are particularly effective when working with small groups of children. The school uses outside expertise well to provide good teaching in physical education and in Spanish. The teaching in the Nursery and Reception classes is often good and occasionally outstanding, and this is having a very positive impact on the progress made by children.

Curriculum and other activities

Grade: 2

The curriculum and how it is planned are good. Creative links between subjects give added meaning to children's work and promote enjoyment in learning. The curriculum for ICT is much improved since the last inspection and so ensures that all aspects of the subject are covered well. The curriculum provides equality of opportunity, although recently introduced arrangements to meet the needs of gifted, talented and other able children have yet to have a full impact on the quality of education that the school provides. Staff have an outstanding commitment to enriching children's experiences. An extremely impressive range of visits, visitors, after-school clubs and special events, which include academic, sporting, cultural, modern language and environmental themes, provide a richness of opportunity and experience. The school has a particularly strong focus on promoting healthy lifestyles. The school's outdoor facilities for such activities are excellent and are valued by children, as are opportunities to participate in residential visits to the Peak District and to York. Together, these activities make a strong contribution to children's personal and academic development and prepare them well for life as young adults.

Care, guidance and support

Grade: 2

Staff know the children well and demonstrate a genuine concern for children's health and safety. Child protection and health and safety arrangements are robust. The management of behaviour is fair and consistent. Exceptionally good outdoor facilities and good guidance by staff help children to play amicably together. School Council members act as effective playground buddies. A teaching assistant has trained as a counsellor and sensitively helps children to overcome anxiety from a range of problems, such as bereavement. There are good procedures for introducing new children into the Nursery and Reception classes, which ensure that they settle quickly into school life. The breakfast club provides good additional social opportunities. Children are involved effectively in their own learning. They assess how well they are doing and have relevant learning targets to help them to improve their work. Children with learning difficulties and disabilities have good additional support to suit their particular needs.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is an effective leader. Her committed approach sets an example for staff. This, along with effective support from senior staff and governors, has been instrumental in building dedicated and enthusiastic teaching and support teams and in continuing the drive to improve standards and quality. She has reorganised management roles and provided the necessary training, time and support for those with management responsibilities to do a good job. As a result, the school is stronger at all levels, even though the full impact of some of the recent work of subject leaders is yet to be felt. Arrangements for school self-evaluation are thorough. Staff willingly accept the frequent monitoring that takes place because they know that it is both supportive and in the best interests of the children. Governors bring a wide range of professional and community experience to their monitoring and oversight of the school's work. Their increasingly 'hands-on' approach to gathering information puts them in a good position to hold the school to account for what it achieves and to contribute effectively to school improvement planning. Most improvement initiatives are successful because the school goes to considerable lengths to consult governors, staff, children and parents and to reflect their views in its planning. The school is committed to improving its performance and its track record is good. Staff have dealt successfully with most issues arising from the previous inspection and have also improved many other aspects of the school's work. The strengthening of the senior leadership team puts the school in a good position to improve further.

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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?	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	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	2	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	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 welcoming us to your school. We particularly enjoyed talking with you, especially those of you who are on the school and class councils or whom we met at lunchtimes. You told us a lot about the things you like doing at school. This letter is to tell you about some of the important things we saw during our visit. Your parents are happy with your school, and you told us you are very happy there as well. Ideas from the school council are helping make the school a better place and the teachers are very good at listening to your views. This is especially true in the playground, with all of the new games and equipment you have obtained. You told us that you like the way teachers give you work that is interesting and exciting to do, and help you if you find it difficult. The opportunities for you to go on trips and visits, to learn new things and to take part in exciting events are excellent. You are very lucky at your school because Mrs Biscoe, the teachers and other adults all look after and care for you very well. They encourage you to be healthy and to stay safe, and to take a full part in the community. Teachers work very hard to ensure that you learn new things and to make the school even better in the future. You behave very well and this helps the teachers teach you. The school helps you get good test results and this helps prepare you well for secondary school. Your teachers are keen to make the school even better for you and we think they are very good at knowing how they can do this, and that the ideas in the school improvement plan are the right ones. We also think they need to make sure that those of you who find some of the work easy, especially in mathematics and science, need to be given more difficult things to do so you get even better. You are very lucky to be at such a good, friendly school. Keep working hard and enjoy your time at Haddon! Yours sincerely