



Horsendale Primary School

Inspection Report

Unique Reference Number 122576
Local Authority NOTTINGHAMSHIRE
Inspection number 292442
Inspection date 23 November 2006
Reporting inspector Sue Hall

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

Type of school	Primary	School address	Assarts Road
School category	Community		Nuthall, Nottingham
Age range of pupils	4-11		Nottinghamshire NG16 1AP
Gender of pupils	Mixed	Telephone number	01159132331
Number on roll (school)	182	Fax number	01159132361
Appropriate authority	The governing body	Chair	Mrs Nicola Robinson-Bradley
		Headteacher	Mr Brian Summers
Date of previous school inspection	29 January 2001		

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Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

This is an average sized school serving an outer suburb of Nottingham. Fewer pupils are eligible for free school meals than seen nationally. The large majority of pupils are from White British backgrounds, with only a very small number speaking English as an additional language. The proportion which has learning difficulties and/or disabilities is below the national average. More than half the pupils attend the school from outside the usual admissions area. Attainment on entry is average overall. The school has achieved the Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is a school which provides an outstanding quality of education. Pupils are very happy in school and parents are delighted with the quality of education provided with one noting 'Horsendale has been an excellent school from the start ...it is a happy community school which values the children and parents and treats everyone with respect'.

Pupils make good progress in the Foundation Stage where provision is effective and they achieve well. They meet and several exceed the targets expected of them when they enter Year 1. In Years 1 and 2 pupils make very good progress and by the end of Year 2, standards are above average. In Years 3 to 6, the rate of progress increases even more. Here most pupils make excellent progress so by the end of Year 6 standards are well above average. Pupils do particularly well across the school in mathematics and science. Standards in English are not quite as high but are nevertheless above those seen in most schools.

Pupil's personal development is outstanding. Pupils are polite and behaviour is excellent. They are very keen to succeed and build on skills that will equip them exceptionally well for later life. They have an extremely positive approach to developing healthy lifestyles through enjoying exercise and making wise food choices.

The quality of teaching and learning is excellent. It is exceptionally effective throughout the school and this consistency ensures that what pupils learn is built on firm foundations. Teachers provide a high level of challenge in the work they set. The curriculum is extremely good. The care, guidance and support of pupils are outstanding with the pastoral care of pupils being at the centre of everything the school does. There are very thorough systems to track the progress pupils make and these have been key tools in ensuring pupils progress is so consistent.

The leadership and management of the school are outstanding. The experienced headteacher is pivotal to everything the school has achieved and rightly very well regarded by parents, staff and pupils. Governance of the school is also exceptionally effective. However, the monitoring and evaluation of pupils' work are not rigorous enough so staff find it difficult to identify the small steps for further improvement. The school provides both excellent value for money and the capacity to continue to improve.

What the school should do to improve further

- Ensure that the monitoring and scrutiny of pupils' work are rigorous in identifying the areas for further improvement.

Achievement and standards

Grade: 1

Pupils enter the school with early skills and knowledge that are wide ranging, with some with learning difficulties and/or disabilities whilst others have high levels of early skills. School assessments are initially often cautious and inspection findings are that attainment on entry is clearly average. In the Foundation Stage pupils make very good progress and achieve the targets expected of them with a good number exceeding these goals especially in communication, language and literacy and their personal and social development.

Test and assessment results in recent years indicate standards at the end of Year 2 have been slightly above national averages. In 2006, all pupils in Year 2 achieved at least the national expectation in reading, writing and mathematics. Slightly more than previously, and seen nationally, achieved at the higher levels. National test results in Year 6 have been strong for several years with a very good proportion of pupils achieving at the higher levels especially in mathematics and most particularly in science. Most pupils read very well. Whilst not as many pupils achieve the higher levels in writing, standards are still above national averages. More opportunities are now provided for the pupils to produce extended pieces of writing and this is not an area of concern. Inspection findings confirm that standards at the end of Year 2 are above average and in Year 6 are well above average. The achievement of all groups of pupils is outstanding.

Personal development and well-being

Grade: 1

Pupils' personal development is excellent as is their spiritual, moral, social and cultural development. The school successfully strives to ensure pupils are happy and confident and there is every chance for them to succeed. Behaviour is excellent and pupils are friendly and polite as seen when completely unprompted a group of older girls chose to sit and eat lunch with the inspector and explain all the things they enjoy in school. Pupils have extremely good understanding of how to stay safe and healthy. The school has done much to raise the profile of physical activity including involvement in the School's Sports Partnership Programme and through providing swimming lessons for pupils in each year group. Pupils play an active role in the school and local community. Those on the School Council are keen to take on further responsibilities when choosing who is on the council and by running their own meetings. Attendance is good although affected by a small proportion of parents taking holidays in term time.

Quality of provision

Teaching and learning

Grade: 1

The main strength in teaching is the high level of consistency in the quality of learning across the school. Teachers have excellent relationships with pupils. In the inspection, teaching was never less than good and had some strong features. Not only do staff make clear their expectations of very good behaviour but they also provide a high level of challenge in the work set. This consistency of expectation and pupils' very positive attitudes to their work ensure that learning is excellent and builds consistently on what pupils know, understand and can do. This is illustrated well in both Years 1 and 2 where pupils enjoy using 'wow words' to improve the quality of their writing. Here, very good use is made of 'flip up' target cards which show above pupils' work as a reminder of what they need to do to improve. In almost all classes staff plan carefully to provide a very good match of task to the ability of pupils. However, very occasionally the work of the oldest pupils shows that all are provided with rather similar tasks and although support is offered to lower achieving pupils this is not entirely suitable for some.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The school places a high priority on the development of basic skills in literacy and numeracy that equip the pupils very well for their future economic well being. There is also an extremely effective curriculum in science where a strong emphasis is placed on pupils developing the confidence and skills to carry out experiments and investigations and carefully recording what they have found out. The school has also extended the curriculum for information and communication technology well since the last inspection and good use is made of the interactive whiteboards in each classroom. There is a good range of extra-curricular activities although a small number of parents would like more.

Care, guidance and support

Grade: 1

The care of pupils is a major strength and underpins everything the school does. This is epitomised by the warm and friendly welcome provided by the caretaker to visitors, parents and pupils alike, how he chats happily to each pupil by name and in their joyful responses. The headteacher has a similarly warm and enthusiastic approach to everyone. The school actively promotes a family atmosphere across the school including older pupils sharing the same break times as the younger ones to encourage them to care for each other. There are up-to-date checks made of those who help in school. Pupils with learning difficulties are exceptionally well supported, including the work done by the Special Educational Needs Coordinator working with pupils across the school. Staff check and carefully track the progress pupils make as they move through the school

and use this information very effectively to provide a high level of challenge in future work.

Leadership and management

Grade: 1

The driving force behind school improvement is the enthusiastic approach of the headteacher who is continually insistent that only the best will do for the pupils at this school. He is well regarded by the school community and as one parent rightly notes 'Mr Summers is an excellent headteacher able to provide a happy, safe environment. My child and I are proud to be associated with Horsendale'. Governance of the school is exceptionally effective with governors having a very clear understanding of their roles and responsibilities. The role of subject leaders has been developed well since the last inspection and there are carefully planned opportunities to monitor and evaluate the quality of teaching. These have been successful in maintaining consistency across the school. However, the scrutiny of pupils' work is not as regular or as rigorous as it could be and therefore does not help identify all areas for further improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 November 2006

Dear Pupils

Horsendale Primary School, Assarts Road, Nuthall, Nottingham, NG16 1AP

Thank you very much for looking after me when I visited your school recently. I really enjoyed speaking to you in lessons, at lunchtime, in the playground and at my meeting with the school council. I was very pleased to hear that you really like Horsendale and enjoy your time there. I think your school is excellent and you are lucky to go there.

These are the things that I found are best about your school.

- The headteacher does a great job and makes sure the school runs smoothly.
- Your behaviour is excellent; you get on really well together and try hard with your work.
- The way all the staff know and care for you is outstanding and makes sure you feel happy in school.
- You make excellent progress and do really well in your work.

This is what I think could be improved.

- Staff could look at your work more regularly to make sure that the next steps are explained clearly to you to improve your work.

Thank you again for being so helpful and friendly towards me. Remember that you can do a lot to help your school improve even more by making sure you come to school regularly and try really hard all the time.

Yours sincerely

Sue Hall Lead inspector