

Haydn Primary School

Inspection report

Unique Reference Number	122486
Local Authority	CITY OF NOTTINGHAM
Inspection number	302592
Inspection dates	3–4 July 2007
Reporting inspector	Roger Fry

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	466
Appropriate authority	The governing body
Chair	Dr S Brown
Headteacher	Mr P and Mrs S. Fielding
Date of previous school inspection	14 February 2006
School address	Haydn Road Sherwood Nottingham Nottinghamshire NG5 2JU
Telephone number	0115 915 0193
Fax number	0115 915 0194

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors over two days.

Description of the school

Haydn Primary is larger than most primary schools. About two thirds of the pupils have White British backgrounds. A minority have a wide range of other ethnic backgrounds and 45 pupils are at the early stages of learning to speak English. The proportion of pupils known to be entitled to free school meals is average. An average proportion of pupils have learning difficulties or disabilities. Children's attainment on entry to the Nursery is typical of children nationally. The school is led by a husband and wife team who share the role of headteacher.

During the school's inspection in February 2006, the school was judged to require 'special measures' because it was not providing a satisfactory standard of education for pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Haydn Primary provides a satisfactory and improving standard of education for its pupils and gives satisfactory value for money. In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Pupils' achievement is satisfactory throughout the school. In Year 2 pupils reach national standards in reading, writing and mathematics. In Year 6 standards are broadly average in English, mathematics and science, but vary year to year. The school and local authority (LA) have worked successfully on a series of programmes to improve the quality of the school's provision. This work has resulted in pupils' steadily improving progress in Key Stages 1 and 2. There is good provision in the Foundation Stage and young children have made good progress with their writing skills this year. Standards in information and communication technology (ICT) are below average because the school has too little equipment and expertise to develop the subject satisfactorily. There are good plans in place to address this matter over the next year.

Pupils from ethnic minorities make satisfactory progress because staff are sensitive to their needs. Those learning English as an additional language make steady progress because adults explain ideas carefully to them. Pupils with learning difficulties and disabilities make satisfactory progress towards their targets.

Pupils' personal development and well-being are good because they feel safe and cared for. Pupils' cultural understanding is good and as a result they get on well with each other. Attendance has improved because pupils enjoy what the school offers and absences are closely monitored by the office team. Care guidance and support are satisfactory and all pupils benefit from clearer guidance about their work. Through the satisfactory curriculum, teachers encourage an active and healthy lifestyle as well as good social skills during the range of extra curricular activities. The teaching is satisfactory and improving, which shows in pupils' better progress. In many lessons, teachers challenge and engage pupils well. There are good procedures for checking how well pupils are getting on, but not all work in lessons is well matched to their abilities.

Leadership and management are satisfactory. The headteachers, senior staff and LA have been the driving force behind the school's improvement. They have carried out rigorous checks on teaching and learning and staff have a much clearer idea of what good teaching is. Teachers also have a better knowledge of pupils' progress because test results are recorded systematically in English and mathematics and trends examined. The work of subject leaders and middle managers has improved, but they do not carry out checks on teaching and learning in lessons, which would help them to improve provision in their subjects further. Governors have a clear understanding of what the school has achieved so far and of what still needs to be done. Governors do not have a timetable of checks that they intend to make in the coming year.

What the school should do to improve further

- Raise pupils' standards of work in ICT by implementing the plans to improve the provision of equipment and provide training for staff.
- Improve the consistency of teaching by ensuring that pupils' work is well matched to their abilities in all lessons.
- Develop the role of governors by setting a timetable for their checks on the school's work, which reflect the school improvement plan.

- Develop the role of subject leaders and middle managers, so that they carry out checks on teaching and learning in lessons.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children in the Foundation Stage reach the standards normally expected of five year olds by the time they enter Year 1. Children have made good progress this year in learning to write, which has been a particular focus for the teaching. Pupils make satisfactory progress in Years 1 and 2 and reached average standards in reading, writing and mathematics in 2006 and 2007. Their standards of work have improved year on year over the last three years.

Pupils' standards of work vary from year to year at the end of Key Stage 2, but overall they are average. Test results in Year 6 in the 2006 tests showed that standards in mathematics were above average, and were average in English and science. This year standards are above average in English and science and average in mathematics. Pupils make satisfactory progress overall and at times good progress in Year 6, where the teachers are particularly skilled at meeting pupils' needs. Pupils exceeded their targets in 2007 for English and science. Standards in mathematics are lower in mathematics than in other subjects this year at both key stages. Standards in ICT are below average at both key stages.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils behave well and enjoy school. Consequently attendance has risen and is now above average. Many pupils join in lessons well and are articulate and mature in thought and speech. There are still a few pupils who hang back, lacking either the motivation or the confidence to join in class discussions, which slows their progress. Pupils, including those from differing cultural backgrounds, get on well with each other. As one pupil said, this is 'one big friendly family'. Initiatives such as the 'Raising Cultural Awareness' programme help them develop a good understanding of cultural difference.

Pupils have a good understanding of how to stay safe and look after themselves. They are social and active at playtimes but the playground layout makes it difficult for all to be as active as they would like. Pupils have a good understanding of how to stay healthy and many put principle into practice by opting for healthier food options at lunchtime. Beyond the school council there are limited opportunities for pupils to exercise responsibility or to contribute to school improvement. With the exception of ICT skills, they acquire the key skills needed for the next stage of education adequately.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. In the Foundation Stage, teaching is lively and stimulates the children's curiosity. In the good lessons, teachers challenge

and engage pupils well and move learning on at a purposeful rate so that they make good progress. The pace of lessons slows when teachers set less demanding tasks. Teaching assistants make a valuable contribution to pupils' learning.

Good procedures have been introduced to check how well pupils are getting on. On occasions teachers do not make close enough reference to assessments to help them set pupils work which is well matched to their abilities. So pupils do not always make the progress of which they are capable. Marking of pupils' work and setting them targets are becoming more focused so that pupils have a better understanding of what they need to do to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Literacy and numeracy are taught for suitable amounts of time and standards are rising. There has been a major drive to plan and teach lessons in more exciting ways, for example through drama. This has been successful and has led to an improvement in writing and pupils' more active involvement in their learning. Many pupils take part enthusiastically in a good range of enrichment activities. The expertise of staff and outside professionals enhances pupils' skills in dance, sports, music, visual arts and modern foreign languages. These activities help to encourage an active and healthy lifestyle as well as developing good social skills. The time allocated to physical education falls short of the recommendations. ICT is not used effectively to support learning in other subjects.

Care, guidance and support

Grade: 3

The caring attitude of staff is reflected in the good relationships they forge with pupils. Pupils in turn feel that there is someone on hand to talk to about any concerns or needs. Procedures for safeguarding pupils meet national requirements. Risk assessments are carried out well for off site activities but those for the school site are incomplete.

Pupils with learning or emotional needs and those at the early stages of learning English receive suitable help. For pupils with learning difficulties and disabilities, targets in their individual education plans are clear. However, the ways and means of reaching them and ongoing notes of progress are too general. All pupils benefit from clearer guidance about their work but are yet to take responsibility for their improvement goals.

Leadership and management

Grade: 3

The newly appointed headteachers lead the school well and have built successfully on the good work of the previous acting headteacher. The staff makes changes as necessary based on a programme of lesson observations and other evaluations carried out by senior staff and LA consultants. This is a key reason for the general improvement in the school. The school's evaluations of the quality of its work are accurate and rigorous. The progress made with the matters raised during the last inspection has been good. The close analysis of pupils' results and steps taken to remedy weaknesses found indicate that the school has a good capacity to improve.

Subject leaders and middle managers have a clear view of trends in pupils' progress and evaluate the effects of changes made successfully in many ways. They do not evaluate the quality of teaching in classrooms, which is the next step. The governing body has an improving oversight of the school's work through, for example, its links with subject leaders and checks on classroom 'working wall' displays, where teachers show pupils' learning targets for them to use. Governors lack a timetable, based on the priorities in the school development plan, for gathering first hand information about standards and quality in a systematic way.

Annex A

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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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.

Annex A

Leadership and management

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

Annex B**Text from letter to pupils explaining the findings of the inspection**

5 July 2007

Dear Pupils

Inspection of Haydn Primary School, Nottingham

Thank you for being so helpful during our recent visit. We enjoyed meeting many of you at lunchtimes and in lessons. We saw some good things in your school. Here are some of them:

- You make improving progress in your work, from Nursery to Year 6.
- The standards of your work in English and science are above average in Year 6.
- You enjoy school because teachers and other adults care for you and help you to learn.
- You work hard and get on very well with one another.
- Your headteachers and the staff work very hard to improve your school.
- Some of you older ones help the school to run smoothly.

Your teachers and inspectors have noticed that there are several areas where the school can improve. We have asked that:

- your teachers improve what you do in ICT lessons
- teachers make sure you all have work in every lesson that is not too difficult or too easy
- governors check that the school continues to improve
- teachers responsible for subjects have the chance to see how well you are doing in lessons.

I hope that you will all keep on working hard and doing well.

Roger Fry

(Lead inspector)