

Horsley Woodhouse Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 112567 |
| Local Authority | Derbyshire |
| Inspection number | 325634 |
| Inspection date | 3 June 2009 |
| Reporting inspector | Lynne Blakelock |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 119 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr C Crowder |
| Headteacher | Mrs H Shipley |
| Date of previous school inspection | 6 June 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Main Street Horsley Woodhouse Ilkeston Derbyshire DE7 6AT |

| | |
|--------------------------|-------------|
| Age group | 4–11 |
| Inspection date | 3 June 2009 |
| Inspection number | 325634 |

Telephone number
Fax number

01332 880403
01332 880403

| | |
|--------------------------|-------------|
| Age group | 4-11 |
| Inspection date | 3 June 2009 |
| Inspection number | 325634 |

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- why a lower percentage of pupils than nationally have been reaching higher levels in their work and how effectively the school is addressing this
- the extent to which the school's planning and programme for the promotion of community cohesion are developing pupils' global and ethnic knowledge and understanding as well as their social interaction
- the impact of the role of subject leaders on the school's capacity to move further forward through the quality of provision provided by the school.

Evidence was collected from: observing lessons and the quality of work produced, discussions with pupils, subject leaders, the headteacher and governors, and from scrutiny of data and other documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This popular small school, which is housed in a Victorian building, serves pupils from the village as well as from out of the catchment area. The percentage of pupils eligible for free school meals is below average. In a geographical area of mixed social and economic circumstances, a lower than average proportion of pupils have learning difficulties and/or disabilities or a statement of special educational needs. The vast majority of pupils are from White British backgrounds and speak English as their first language. Children start school in the term following their fourth birthday and join the Early Years Foundation Stage in the joint Reception and Year 1 class. They generally start school with levels of knowledge and skills that are in line with those expected.

In 2007, the school was awarded the Basic Skills Quality Mark, the Healthy School award and Activemark. It achieved Investors in People status for the third time in 2008. The school works in partnership with the University of Derby to mentor students in initial teacher training. It has recently achieved Derbyshire's Initial Award of Good Practice for its anti-bullying initiative.

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 school which promotes an effective all round education for all of its pupils. It is a school which has improved well since the last inspection and which strives to continue to move forward. Within an ethos of care, security and high expectations, pupils make good progress. Parents, who are overwhelmingly supportive of the school, believe, as one of them wrote, that their children flourish in 'The real family atmosphere where all needs, educational and emotional, are taken into account.'

The good organisation of the school and its accurate evaluation of its strengths and areas for improvement are evidence of its good leadership and management. The headteacher, who leads the school skilfully, is supported well by her senior team and by all staff, who work happily, constructively and with good impact towards achieving their goals. The school has acted effectively since the last inspection to address the issues for improvement. In particular, the provision for information and communication technology has improved significantly. The governing body has a good awareness of the performance of the school through its focused involvement and is effectively questioning and monitoring its performance. Subject leaders for English, mathematics, science and information and communication technology are leading their areas well, promoting greater enjoyment of learning and evaluating carefully the effectiveness of their areas. The coordination of other subjects is being developed carefully. The school's good capacity to improve is cemented by its forward thinking approach.

The school provides good quality care, support and guidance for pupils from the time that they start school. All required procedures are in place to help ensure their health and safety, including up to date child protection training and risk assessments. The pastoral care of the pupils is good and facilitated by positive relationships between staff and pupils. Both pastoral and academic practices demonstrate the inclusive nature of the school. Pupils with particular social and emotional needs are supported carefully, where necessary through links with outside agencies. Academic guidance has improved because of the considerable improvements in how the school checks and tracks the progress that pupils make. Targets in place for literacy and numeracy are helping to focus pupils on moving forward in their learning although the school knows that they are not always as much of a focus as they might be in lessons. Individual education plans and support based on accurate assessment information enable pupils who find learning difficult to make good progress.

Pupils enjoy learning. An important factor in this is the good curriculum which has improved since the last inspection. There is an increasing amount of learning across subjects and this helps pupils use their skills in different ways. Although the focus is on raising literacy and numeracy standards, regular topics enable broader learning. The school's seaside topic, leading to a whole school visit to Bridlington, is helping pupils to broaden their skills and to get involved in their learning as well as extending their knowledge and understanding of a wide range of other subjects. Provision for those pupils who find learning difficult is good. That for gifted and talented pupils is developing. The increased provision and resources for information and communication technology offer pupils more opportunities to learn independently whilst refining their computing skills. Pupils are gaining confidence in speaking in other languages and gaining a head start, through learning French from the Early Years Foundation Stage to the end of Year 3 and through the provision of German to older pupils. A varied and popular range of out-of-school activities further broadens pupils' skills and interests, ranging from 'Let's Get Cooking' to first aid and the discovery club. The continuing development of the

school's provision is seen in its emerging links with schools in other countries and its celebration of International Week. The school is extending its programme of community cohesion to widen pupils' understanding of the global dimension of our world and its cultural diversity.

Good teaching through the school enables pupils to make good progress from their starting points. Consistently good teaching and focused support from teaching assistants enables pupils who find learning difficult to make good progress. Over the last few years, standards by the end of Year 1 have risen from exceptionally low to above average overall although the small cohorts in each year group can result in some variation from year to year. In 2008 progress was good and in Year 2 the predictions for 2009 point to all of the pupils reaching at least Level 2 in reading and mathematics. Writing standards, as a result of the school's improvement work, have improved further in 2009 at the end of Year 2. Pupils continue to achieve above average results in English and mathematics by the end of Year 6, demonstrating good progress from when they started school. Science results are in line with those expected nationally and the school's data indicates that the increased focus on pupils' observational skills has raised standards in science from the below average levels of last year. The percentage of pupils reaching higher levels in English is now close to the national average, and predictions that mathematics results at the higher levels have risen to above average indicate significant improvement. The mixed age classes in which all pupils are taught mean that a variety of types and levels of activities are needed and the challenge in some tasks, particularly for more able pupils, is not always sufficiently well planned to enable all pupils to make as much progress as they could. Common strengths in teaching are an effective structure to lessons, good subject knowledge and constructive relationships between staff and pupils. Pupils particularly enjoy problem solving opportunities which let them learn for themselves. Marking is good in some lessons, more so in English than in mathematics. It does not consistently tell pupils how to move forward in their learning, which can slow the rate of progress down.

The curriculum is used well to promote pupils' above average standards and good personal development. In particular, the school uses its healthy school status outstandingly well to promote healthy lifestyles through lessons and as part of daily school life. An abundance of physical activities caters for pupils' differing aptitudes and interests and encourages them to keep fit. Ninety per cent of pupils, for example, participate in the 'Wakey Shakey' activity which appears successful in getting pupils ready for the day's activities. They enjoy striving for awards that are gained through such activities. Other aspects of personal development have been given similar careful thought so that pupils feel safe in school and know how to stay safe. They enjoy school and rise to the opportunities and responsibilities that they are given whether it is through the school council or through activities such as designing games for the summer fair. A greater number of roles are available to older pupils but, from the Early Years Foundation Stage, all pupils are entrusted with tasks, demonstrating the school's valuing of them all. Through such roles they develop good skills for the next stage of their education. Pupils' spiritual, moral, social and cultural development is good. Their spiritual development is encouraged by the school's involvement in the village community and the regular church visits. Such opportunities, activities and events have encouraged pupils' enjoyment of school, their good behaviour and their above average attendance, which has increased since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the joint Reception and Year 1 class broadly meeting the national expectation for their age and make good progress in their learning. They work and play cooperatively and

have positive relationships with adults in the school. Because of this, children feel safe and generally know how to behave in a safe manner. They develop their sense of community through the friendships they make and by recognising the needs of others. The partnership with parents is valued by all. This is because staff make themselves available to parents through the 'open door' policy and parents are confident in sharing information with them. Children's welfare needs are met well and advice is available to parents on their children's education, although there is little advice to help parents support their children at home, by building on what takes place in school. Children are encouraged to adopt a healthy life style, through the curriculum which offers them, for example, opportunities for exercise, and daily fruit and water. They make good progress in information and communication technology and basic skills, preparing them well for Year 1. The quality of teaching and learning is satisfactory. However, the accommodation is difficult to adapt and the provision of resources is not always appropriate for children of this age. Children are offered a satisfactory range of activities and the school works hard to meet the educational needs of the children in the limited space available. However, there are fewer planned opportunities for children to initiate learning. There is an emphasis on outdoor education and this will have even more of a focus when the planned canopy is put in place. Assessment procedures monitor children's progress well, prompting the school to provide extra support where necessary, through the experienced teaching assistants. Overall, leadership and management are good.

What the school should do to improve further

- Provide more creative and challenging activities together with marking that regularly tells pupils, especially those capable of reaching higher standards, how to move forward in their learning.
- Ensure that the accommodation for the Early Years Foundation Stage children provides a broader range of learning experiences and is a stimulus to encourage children's progress.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

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 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 2 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 3 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| 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 | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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**

4 June 2009

Dear Pupils

Inspection of Horsley Woodhouse Primary School, Ilkeston, DE7 6AT

We were delighted to spend a day with you recently in order to inspect your school and find out how well you are doing there. It was helpful to be able to talk to so many of you and to watch you in lessons and at play. Thank you for your helpfulness towards us. This letter will tell you our judgements about your school.

You attend a good school in which you make good progress. Your standards are above average and this is made possible by good teaching and a curriculum which is not only good, but interesting and which encourages you to learn. You enjoy school, and were full of praise for the out-of-school activities and visits. We were pleased to see the many excellent ways the school encourages you, successfully, to keep fit and to eat healthily. It shows that you deserve your Healthy Schools award.

There is a happy atmosphere in school because you get on well with each other and you feel safe here. We are delighted that your attendance has increased to above average, because being at school every day of the week means that you can make quicker progress.

We have asked your headteacher, who leads the school well, to make sure that there are more creative and challenging activities in lessons to quicken your progress, particularly for those of you capable of reaching higher levels. Also, although a lot of your work is marked carefully, it needs to very regularly give you advice on how to move forward. I have asked your headteacher to make sure that planning of activities for children in the Early Years Foundation Stage provides the broadest possible learning experiences to help you make quicker progress in the first stage of your time at the school.

I send you our best wishes for the future.

Yours faithfully

Lynne Blakelock

Lead inspector