

Haydn Primary School

Inspection report

Unique Reference Number	122486
Local Authority	City of Nottingham
Inspection number	327738
Inspection dates	9–10 July 2009
Reporting inspector	Keith Sadler

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	455
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	Prof Steven Brown
Headteacher	Mr Patrick and Mrs Sarah Fielding
Date of previous school inspection	3 July 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Haydn Road Sherwood Nottingham Nottinghamshire NG5 2JU
Telephone number	0115 915 0193
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Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Haydn is larger than most primary schools. About three quarters of the pupils are of White British heritage and a quarter are from a wide range of minority ethnic groups. The largest of these is Asian and Asian British-Pakistani. A small number of pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is about half the national average. Most of these pupils either find learning difficult or have specific learning difficulties. The school has gained the Healthy Schools Award. The role of headteacher is shared between two people.

The Early Years Foundation Stage provides for Nursery aged children who attend on a part-time basis and two Reception classes.

There is a breakfast and after-school club which is not managed by the governing body.

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 where pupils achieve well. It is on an upward trend, has some outstanding strengths and has made across-the-board improvements since the previous inspection. The quality of care, guidance and support is outstanding because these aspects are at the heart of the inclusive ethos of the school. As one parent wrote, 'Haydn is a happy and nurturing school. Our son leaves for secondary school next week on a very good note and with what we believe to be an outstanding start to his schooling.' The seamless teamwork between teachers and teaching assistants ensures good support for pupils who find learning difficult and those few who are at an early stage of learning English. All these pupils are fully included in all aspects of the life of the school. Such high quality provision ensures that children's personal development is outstanding. Throughout the school, pupils thoroughly enjoy learning, have highly positive attitudes and behave exceptionally well. This is reflected in pupils' above average attendance. They have an exceptional understanding of how to stay safe and of the importance of following a healthy lifestyle.

Good provision in the Early Years Foundation Stage gives children a positive start to their education. Many enter the Nursery with skills that are slightly less well developed than those typically found. Children make good progress. By the time they enter Year 1, many meet the expected learning goals in all areas and almost all in their personal, social and emotional development. Standards at the end of Year 2 had been average since the previous inspection, though now they are above average in reading, writing and mathematics. This is because progress has been accelerated in all year groups. Standards have similarly risen by the end of Year 6. They are now significantly above average. This marks good achievement overall. In the past, there has been a wide gap in the attainment of pupils in reading and writing. Although the gap is closing, staff are keenly aware that there is a need to strengthen standards in writing. Achievement is good because teaching and learning are of good quality and have outstanding features. Teachers are skilful at helping pupils to understand what they are expected to learn, grouping pupils carefully, varying the activities and choosing the best methods to use. Pupils are managed exceptionally well and this results in all classrooms having a calm and purposeful atmosphere in which pupils learn well.

The interesting curriculum is a further factor supporting the pupils' good achievement. It captures their enthusiasm for learning and eagerness to find out more about the world around them. Teachers plan innovative ways of making links between subjects to make learning interesting and challenging, though these links are not fully embedded. Pupils have benefitted particularly from the excellent range of partnerships that the school has with outside agencies, including that with the 'creative partnership', which has aided progress in writing and information and communication technology (ICT).

Even though parents are almost unanimous in their support for most aspects of the school, a number said that their views were not sought and acted upon. There is substantial evidence that the school's procedures for communication are a strong feature. Communication with parents is excellent. There are weekly newsletters, website updates, regular curriculum updates and also many opportunities for parents to understand the school's approach to learning. These include regular workshops and open mornings in areas such as literacy and numeracy. There are regular opportunities for parents to meet with teachers on a formal basis to discuss their children's progress. In addition, the parent support worker provides parenting classes and support for families in need.

The improvements have been brought about by the outstanding leadership and management of the headteachers, very well supported by the deputy headteacher and subject leaders. Strengthened teamwork has lifted staff morale, which is now high. The promotion of equal opportunities is strong. The school has a good track record of including all learners and dismantling their barriers to learning. When linked to all the improvements in provision, pupils' progress and standards, the school demonstrates an outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The strong focus on developing children's personal, social and emotional skills enables them to work and play together with increasing confidence. The welfare of children permeates every aspect of the day and, as a result, children thrive within this caring community. They feel safe and secure and develop a good understanding of the importance of keeping healthy and active. There is a good two-way flow of information between home and school. Parents and carers are encouraged right from the start to become involved in their child's learning. Teaching and learning are consistently good in Nursery and Reception. Good quality planning produces a well-balanced range of activities, including regular access to an outdoor area for Nursery children. However, children in the Reception classes only have restricted use of the outdoors in the Nursery and this limits their freedom of choice to work indoors or outside. Staff keep a careful check on how well children are progressing. In general, they use assessment information well to plan future work that matches children's interests and abilities. Occasionally, independent tasks lack purpose and challenge. Leadership and management of the Early Years Foundation Stage are good. Staff have a strong sense of commitment towards providing well for the children in their care.

What the school should do to improve further

- Ensure that pupils achieve the same high standards in writing as they do in reading.
- Provide an outdoor learning space close to the Reception children's classrooms.

Achievement and standards

Grade: 2

The school sets challenging targets for pupils, including those with learning difficulties, and most meet them. From average starting points in Year 1, pupils' standards by the end of Year 2 are above average overall. The weakest aspect is writing in which standards are just above average. Standards are above average overall by Year 6. The most recent national tests show that, compared with English, a higher proportion of pupils reached or exceeded the expected levels in mathematics and science. The school has rightly identified writing as an area on which to focus and even though standards in reading are higher than those in writing, the gap is closing.

Progress and achievement are good in all year groups and are much improved since the previous inspection. Close monitoring of pupils' progress, particularly in English and mathematics, ensures that any pupils that are in danger of slipping behind are quickly identified and supported well. This enables pupils that find learning difficult, and the few that are at an early stage of learning English, make good progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is excellent. From good beginnings in the Nursery, they quickly grow in self-awareness and can reflect upon their feelings and actions in a positive manner. Pupils take their work seriously and talk enthusiastically about it. They strive to do their best and welcome high levels of challenge. Teachers encourage pupils to use their initiative and become independent learners from an early age and this contributes significantly to their overall personal development. In particular, the 'hands-on' nature of the creative partnership initiative has significantly enriched the pupils' learning environment. There are many opportunities for Year 6 pupils to take on whole-school responsibilities and all year groups have opportunities to be involved in either the lower or upper school councils. Pupils make an excellent contribution to the local community and raise funds for local and national charities. They are prepared well for their move to secondary school.

Quality of provision

Teaching and learning

Grade: 2

At the beginning of lessons teachers ensure that pupils have a clear understanding of what they must do and achieve by the end of each session. Because teachers are adept at managing pupils' behaviour very well and ensure that relationships are positive, pupils of all abilities have highly positive attitudes to learning and they achieve well. This is particularly the case for those who find learning hard and is helping to accelerate their progress in reading and writing. Pupils are usually given challenging activities, which help them to develop their thinking and express their ideas. Teachers are becoming increasingly adept at linking subjects together and these two factors lead to good progress. For example, in an excellent Year 4 literacy lesson, pupils, in a 'Dragon's Den' type activity, were making presentations using computers to persuade others to support their products. Occasionally, work is not sufficiently well matched to pupils' differing abilities, particularly in subjects other than literacy and numeracy. Pupils are increasingly involved in assessing their own learning and teachers often give them good written and verbal feedback on what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum has many strengths. It is rich and diverse and includes a strong programme of personal, social and health education that successfully promotes positive attitudes towards learning. Pupils enjoy and benefit from good quality specialist music and Spanish teaching. Provision for ICT has improved since the previous inspection and is now an integral part of learning. Central to curriculum planning is the school's commitment to creative arts, which permeates school life and is a major strength. Recently-introduced initiatives, including the creative partnership project, have successfully brought the curriculum alive. However, many innovations are very recent and have not had a major effect on raising standards. Excellent links with other schools and places of interest, such as a local art gallery, add greatly to pupil's enthusiasm for school. Pupils gain much from numerous out-of-hours clubs and activities. Visits and visitors are used particularly well to enhance pupils' learning.

Care, guidance and support

Grade: 1

Teachers and support staff know pupils' individual needs exceptionally well and are sensitive to the particular challenges some face in their personal lives. The school is very effective in maximising resources to enable these pupils to focus on their schoolwork. Pupils feel safe in school and parents commented on how well looked after they are. Older children look after and look out for the younger ones, which sums up well the school's ethos of mutual care and respect for all. Appropriate safeguarding arrangements are in place and risk assessments are well embedded within school routines. Pupils are encouraged to use the internet to enrich their learning opportunities and the school is extra vigilant in promoting e-safety. There are comprehensive tracking systems in place for checking how well pupils are progressing and for identifying and addressing potential underachievement. Pupils of all ages are encouraged to review their work.

Leadership and management

Grade: 2

The outstanding joint leadership of the headteachers has been instrumental in securing improvement in all aspects of provision and pupils' achievement. There is a clear vision for the school, and staff at all levels have thoroughly welcomed the reviewing of roles and responsibilities that enables them to be clear about what is expected of them. Staff training has ensured that those with responsibilities for subjects are now effective. There are excellent and thorough processes for checking provision and progress and these have led to exceptionally well-founded improvement projects bringing about a strengthening of pupils' achievement. Leaders at all levels are good at promoting equal opportunities and eliminating discrimination through raising the pupils' expectations of what they can achieve and by providing interesting activities for them.

Governance has much improved and is now good. The governors have good and detailed knowledge and understanding of the issues facing the school. Their excellent systems for checking progress through the school improvement plan enable them to be in a good position to provide both support and an increasing level of challenge.

The level of support for promoting community cohesion is good. The school has reached out well to the local and wider communities in many ways, particularly in musical and arts activities. In addition, links with a Japanese school in which pupils exchanged animations has helped to lift pupils' global understanding.

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?	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?	1
The capacity to make any necessary improvements	1

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?	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	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?	1

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	1
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**

13 July 2009

Dear Pupils

Inspection of Haydn Primary School, Nottingham, NG5 2JU

We enjoyed meeting with you and listening to what you had to say about your school. I thought that your singing in assembly was wonderful, and we are sorry that we missed your production. We think that you go to a good school. We can understand why you enjoy your learning so much.

This letter is to tell you what we found when we came to your school.

- You make good progress in your learning and reach above average standards by the end of Year 6.
- Both you and your parents told us that you feel safe in school. This is because all the adults look after you exceptionally well, making sure that you are happy and safe and that you are able to thoroughly enjoy your time at school.
- Your teachers teach you well and help you to learn many interesting new things. They take care to make sure that your lessons are exciting and just hard enough to make you think.
- You work hard, behave outstandingly well, and are kind to each other.
- You have an excellent understanding of how to keep healthy. You told us about what you like to eat and the sports you like to play.

Even in such a good school like yours, there are things which could be improved and we have asked your headteachers and the staff to do two things. First, we want them to make sure that you do as well in writing at the end of Year 6 as you do in reading. Secondly, we want the children in the Reception classes to have more opportunities for outdoor learning very close to the classrooms.

I hope that you will all keep on working hard and enjoying your time at school.

Yours faithfully

Keith Sadler

Lead inspector