

Haddon Primary and Nursery School

Inspection report

Unique Reference Number	122522
Local Authority	Nottinghamshire
Inspection number	327750
Inspection dates	22–23 June 2009
Reporting inspector	Sue Hall

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; 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 (total)	264
Appropriate authority	The governing body
Chair	Mr David Armstrong
Headteacher	Mrs Janice Biscoe
Date of previous school inspection	4–5 May 2006
School address	Haddon Close Westdale Lane Carlton Nottingham Nottinghamshire NG4 4GT
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Introduction

This pilot inspection was carried out by three additional inspectors. They visited 11 lessons, and held meetings with the headteacher, staff, governors and groups of pupils. Inspectors observed the school's work, and looked at documents including a range of policies, the school's improvement plan, data from monitoring pupil progress, evaluations of teaching and learning, and the minutes of governor meetings. The inspectors also analysed 134 parent questionnaires that were received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all groups of pupils, and particularly girls, the higher attaining pupils in mathematics and all pupils in writing, achieve as well as they can
- if all staff make full use of assessment information to provide challenging teaching and a stimulating curriculum
- whether the monitoring and evaluation of the work of the school is sufficiently rigorous to identify further areas for improvement
- if the care, guidance and support of the pupils results in excellent personal development and well-being.

Information about the school

This is a slightly larger than average, single form entry school on the outskirts of Nottingham. The proportion of pupils eligible for free school meals is below average. The large majority of pupils are from White British backgrounds and none are at the early stages of learning English. The percentage with learning difficulties and/or disabilities is below average and there are none with a statement of special educational needs. There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes. The school holds a Healthy Schools Gold award, school achievement award, ICT mark (information and communication technology), ECO award, Artsmark Silver award and Activemark recognition. During the inspection the Year 6 pupils and some of the staff were on a residential visit.

There is after-school provision for children which is organised by a private provider (Haddon Kids Club) which was inspected and reported on separately.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

This is a good school which has largely maintained the quality of provision seen in previous inspections. Haddon is a friendly place. Pupils get on well together and with adults. They have positive attitudes to learning and enjoy their time at school. Many have an excellent understanding of how to keep themselves and others safe and of how to adopt a healthy lifestyle. The pupils are reaping the benefits of the school's active approach to encouraging healthy eating, including packed lunches and lots of physical exercise to help everyone become fit and active. The school provides good value for money and has a good capacity for sustained improvement.

Throughout the school boys and girls make good progress both in their learning and personal development. They become more confident and articulate learners which equips them well for their future. Attainment and standards are average at the age of seven and 11. While standards have been broadly average over several years, this is not the whole picture because of the differences between the cohorts. Pupils often read well which has a positive impact on their writing. However, standards in mathematics and science are not as high because fewer pupils reach above average levels.

Teaching and learning are good overall. However, some teaching is outstanding and some learning is satisfactory. Class management is good and lessons are conducted in a calm and purposeful manner, even where open-plan arrangements make background noise a concern. Staff praise and encourage the pupils well. While the school has a suitable range of procedures to check and track progress, this information is not always used well enough to set challenging tasks. The marking of pupils' work is also variable and staff miss some opportunities to use resources to interest and motivate pupils or display recent work to encourage their efforts.

All pupils are valued for their individual personalities. Parents are pleased with the quality of education and care provided for their children. Behaviour is good and pupils take their various responsibilities seriously. Their spiritual, moral, social and cultural development is good. The curriculum is good in providing a range of activities that interest the pupils in and outside lessons. The care, guidance and support of pupils is good overall and teaching assistants are particularly effective in supporting vulnerable pupils who make good progress towards their individual targets.

Leadership and management are good. The long-serving headteacher is well regarded by parents and has been a stabilising influence during a period of staff changes. She is well supported by the deputy headteacher. Procedures for safeguarding pupils are in place although some day-to-day health and safety checks and risk assessments are not always carried out rigorously enough. Governance is good with long serving governors having an effective grasp of their roles and responsibilities, particularly in monitoring the work of the school. They take account of the views of parents, staff and pupils, and follow these through with effective action. The school works well with the local and wider community including its international links, which has a positive impact on community cohesion.

What does the school need to do to improve further?

- Raise standards further, especially in mathematics and science, by ensuring that the number of pupils attaining the higher levels in both key stages exceeds the national average.
- Ensure that all day-to-day health and safety checks and risk assessments are carried out rigorously and effective action put in place where any potential risks are identified.
- Ensure that the quality of teaching and learning is at least good in all classes by:
 - establishing consistently high expectations, especially of pupils who are capable of harder work
 - making full use of information on pupils' progress to clearly identify the next steps in learning
 - ensuring that the marking of pupils' work informs them how to improve
 - making lessons more stimulating by using a wider range of resources including interactive white boards as appropriate
 - displaying pupils' work more widely to encourage them to produce good quality and well presented pieces.

Outcomes for individuals and groups of pupils

2

Progress is good in Years 1 and 2 and, while standards are average overall, they are set to be a little higher than last year. Similarly, Year 6 pupils are making good progress and are on track to meet their targets and attain standards around the national average. Slightly more are also on track to achieve the higher levels than last year except in science. However, this is not the whole story. The make up of some cohorts is quite variable with few pupils with learning difficulties and/or disabilities in some years, while others contain around a fifth of pupils with recognised difficulties. Similarly, while movement in and out of the school other than at the usual time is average, this is greater in some years than others. These factors, together with a considerable number of staff changes, have had an impact on attainment.

Data indicates that in some years boys have done considerably better than girls, which is the opposite of the national picture. In the inspection there was no evidence to indicate any specific reason for such differences. The previous inspection noted the need to improve the achievement of more able pupils, especially in mathematics and science. Since then, the school has done a lot to provide more challenge especially in mathematics; and last year more pupils in Year 2 achieved the higher levels in that area than others. However, in Year 6 the number at the higher levels in all areas was below the national average, and especially in science. Currently, while standards in Year 2 are average overall they are above average in reading. Because they are well supported through an effective intervention programme, pupils across the school with additional needs make good progress towards their targets. Even so, the inspection findings show that in some year groups not enough pupils are on course to achieve the higher levels.

Pupils behave well in and around school although at times some do not make a lot of effort to involve themselves in discussions. Pupils say there is little bullying in school and that they feel very safe. They are confident that they can discuss any worries with the adults around them. This is a very inclusive community and staff are effective in supporting vulnerable pupils enabling them to play a full part in school life. Pupils in each class willingly take on responsibilities including roles within the school council and they enjoy their work with the 'green-busters' improving the environment. Pupils develop their cultural awareness well including through the strong tradition of music in the school, as seen in the spiritual element and great joy in singing during a celebration assembly. The school has very strong international links and holds awards for the activities undertaken which make a strong impact on pupils' personal development. Attendance matches the national average but is adversely affected by holidays taken during term time.

These are the grades for pupils' outcomes

Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching, while predominantly good, is somewhat variable. Where it is outstanding, as seen in Year 5 and in the teaching of Spanish, teachers have very high levels of subject knowledge coupled with the ability to explain things well and make learning both fun and challenging. Here, the very high expectations of pupils results in exceptional behaviour and progress. However, at times, although pupils are well behaved, they are not sufficiently involved in activities. In most other lessons teaching is good and tasks are planned effectively with very good use of skilled classroom assistants to support groups or individuals. With a high adult to pupil ratio this ensures those with additional needs progress well. Where teaching is satisfactory, staff do not always provide the most interesting range of resources or tasks or make use of such as the interactive white boards to illustrate examples of what the pupils are to do. There are good examples of assessment being used well to monitor pupils' progress but this is not consistent and information is not always used to fullest effect to provide the highest appropriate level of challenge.

Staff know and care for the pupils well. All adults, including the school counsellor are active in supporting pupils and their families in an effort to overcome difficulties. Consequently pupils have considerable trust in the adults around them. There is a good focus upon activities that support both academic and personal development including the programme to develop social and emotional aspects of learning.

Curriculum planning is good with appropriate breadth and balance. There is good provision for teaching a modern foreign language with pupils from Year 1 onwards benefiting from high quality teaching of Spanish. There is a good range of enrichment activities including residential visits and a strong programme of after school clubs that support learning and development well. The basic curriculum is generally good although at times staff do not ensure that planning matches the tasks to the range of ability well enough.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher have a good understanding of the strengths and weaknesses in provision. They are supported well by subject leaders who have opportunities to monitor and evaluate the quality of provision in areas for which they hold responsibility. The school is inclusive and there are strong and effective links with a wide range of external agencies that support families within the

school community. There is a strong international dimension to what the school provides, and the school works well with groups and individuals in the local and wider community.

This has been a successful school for several years and continues to be so. It is well supported by parents. In most areas the school has continued to move forward. The leadership team is aware that with a long-serving headteacher and some well-established governors they have to guard against any possibility of complacency. However, while school self-evaluation is good the leadership team acknowledges the need for increased rigor in some key areas. Requirements for safeguarding are in place, although the management of some aspects of health and safety are not always thorough enough. For example, while checks are made of the school environment, these are cursory and do not always identify issues including the unsafe storage of resources. In places the building is shabby and cluttered and displays show few examples of pupils' own efforts. These aspects therefore make it difficult to say to the pupils that they must always produce their best and neatest work.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The intake of the school and the children's early experiences vary from year to year. Nevertheless, overall children enter the Early Years Foundation Stage with skills, knowledge and understanding that are typical for their age and sometimes better in their personal and social development. Most settle quickly to the stimulating Nursery environment and make good progress in all areas of their learning. The interesting indoor and outdoor areas promote imaginative learning activities well. The current topic of the seaside is thoughtfully extended in a good range of activities including the use of a programmable robot 'diver' to locate certain items in the sea. This motivates the children to concentrate hard. There is a good focus on practical learning and a balance of child-led and adult-initiated activities. The quality of teaching in the Early Years Foundation Stage is good, particularly in the Nursery. The

outcomes are good both in terms of age-related expectations and the progress children make in developing key skills. Currently, many meet the targets for their age when they leave the Reception class, and some often exceed them. Leadership and management are good although the monitoring and evaluation of provision for children in Reception has not identified shortcomings in the learning environment and some day-to-day activities which lack impact.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

Most parents are very supportive of the school in their responses to the inspection questionnaire with many writing favourable comments about the quality of education and care provided. Parents correctly praise how well the school keeps their children safe and how it helps them maintain a healthy lifestyle. Most believe the school helps the family support their children's learning and meets their needs well. There were a small number of negative comments; for example regarding the changes of staffing and occasional inflexibility in arrangements made, or the school's approach to some concerns. Inspectors investigated these concerns and where appropriate these informed the judgements made.

Ofsted invited all the registered parents and carers of pupils registered at Haddon Primary and Nursery School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 134 completed questionnaires. In total, there are approximately 530 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	102	30	2	0

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



24 June 2009

Dear Pupils

Inspection of Haddon Primary and Nursery School School, Nottingham,
NG4 4GT

Thank you very much for looking after us when we visited your school recently. We really enjoyed speaking to you and meeting you in lessons, at lunchtime, in assembly and when we spoke to the school council.

These are some of the best things we found.

- You have an excellent understanding of how to lead a healthy lifestyle and to keep safe. We were particularly impressed with how healthily you eat!
- You and your parents like the school and are happy to be associated with Haddon.
- Staff know and look after you well and they provide lots of extra help when you need it.
- Most of you behave well, try hard with your work and make good progress.
- There is a good range of activities for you to do out of school that make learning more interesting.

Yours is a good school. To help things to improve further we have asked that:

- staff help more of you to attain the higher levels in your work by making full use of assessment information to identify your next steps in learning
- adults check carefully that you are kept safe and healthy
- teachers set work that is a bit more challenging, mark your work carefully so that you know what to improve, make lessons interesting by using resources better and display your work more so that you are keen to produce your best.

To help your school to do even better remember to always try hard with your work and please try and encourage your parents to take holidays out of term time.

Yours faithfully

Sue Hall
Lead inspector

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