

Horsendale Primary School

Inspection report

Unique Reference Number	122576
Local Authority	Nottinghamshire
Inspection number	340173
Inspection dates	8–9 March 2010
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Nicola Robinson-Bradley
Headteacher	Brian Summers
Date of previous school inspection	23 November 2006
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Introduction

This inspection was carried out by two additional inspectors who spent the majority of time observing learning. The seven teachers were observed over 18 lessons. Meetings were held with pupils, staff and governors. The inspectors observed the school's work and looked at the school improvement plan, the data about pupils' progress and attainment, health and safety policies and the minutes of governing body meetings. They analysed staff and pupil responses in the questionnaires and 114 questionnaires from parents and carers.

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

- the extent to which the school's provision has enabled standards in writing to rise through the school since the last inspection
- how well the school has improved its practice for the support of lower achieving pupils and built on the provision for gifted and talented pupils and how this is manifested in pupils' standards and well-being
- how effectively the school is promoting the three strands of community cohesion in its drive to give pupils a greater understanding of the richness of our world
- how well children of all abilities are catered for in the Early Years Foundation Stage through the quality of teaching and assessment so that they achieve as well as they can
- the effectiveness and co-ordination of leaders, including in foundation subjects, in strengthening the capacity of the school for sustained improvement.

Information about the school

This is an average-sized, very popular school where 50% of the pupils attend from outside the locality. A below average percentage of pupils has special educational needs and/or disabilities. No pupil has a statement of special educational needs. A below average proportion of pupils are entitled to free school meals. Most pupils are White British and come from homes where English is the first language. The school was awarded Healthy Schools status and the Basic Skills Quality Mark in 2007 and the Bronze Eco Schools Award and Activemark in 2009. It achieved Investors in People status for the third time in 2008. The school is part of the Kimberley family of schools. A breakfast and after-school club, run by an outside provider, are held on the site each weekday during term-time.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an excellent school in which pupils make outstanding progress, achieving consistently high attainment in English, mathematics and science by the end of Year 6. There are many other exemplary aspects in a school that focuses very successfully on pupils' all-round development as well as on their academic achievement. All of them are facilitated by the outstanding leadership of the headteacher. It is the excellent team work of the staff, demonstrated by strong communication systems that ensure this is an inclusive school in which the needs of all pupils are met extremely well. The school's outstanding capacity to move forward is based on its continuing very strong performance and the rigorous challenge of the governing body. Robust monitoring has led to the school identifying and addressing effectively further actions to broaden pupils' education. In particular, writing skills have improved further and are well above average throughout the school because of the focus on extended writing and the development of grammatical skills. Similarly, excellent support and provision for pupils who either find learning difficult or who have specific gifts and talents have led to their excellent academic and personal progress through the school. Middle leaders have contributed notably to this because they have a close understanding of the quality of provision in their subjects, pupils' attainment and how learning can move forward.

The major strength of teaching is in its consistency of good and often excellent practice which leads to pupils' outstanding progress. It is backed up by targets that pupils understand and which are regularly reviewed, and by pupils' critical evaluation of their own progress. The excellent curriculum brings learning alive, offers many opportunities for pupils to learn for themselves and also to practise their knowledge and skills across subjects. The school has made a satisfactory start in promoting community cohesion. However, planning for this is not built into learning and opportunities for pupils to build up their knowledge, understanding and first-hand experiences of our world, including its multi-cultural diversity, are irregular.

The outstanding care, guidance and support of pupils are the foundation for their academic and personal success. In a happy, secure, supportive and challenging environment, pupils of all abilities and needs thrive. The range of pupils' roles and involvement encourage their development into responsible and caring young people with a wide range of skills. This starts in the Early Years Foundation Stage where children's personal development accelerates rapidly.

What does the school need to do to improve further?

- Plan more regular learning opportunities for pupils to:

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- develop a good understanding and awareness of community cohesion, locally, nationally and internationally
- demonstrate a greater knowledge of the multi-cultural awareness of the world in which we live.

Outcomes for individuals and groups of pupils**1**

Pupils' attainment by the end of Year 6 has been high for the last five years, demonstrating pupils' outstanding progress through the school. Consistently good and often excellent teaching, combined with the school's very accurate understanding of the levels at which pupils work, are the major factors in the sustained high attainment and achievement of pupils of all levels of ability and groupings. In particular, pupils are encouraged to learn for themselves, developing well as independent learners and evaluating their own learning effectively. Challenging targets are met through the school, helped by the involvement of pupils in setting their own targets as they move through the school. Pupils with special educational needs and/or disabilities make excellent progress because of high quality support and resources that are highly relevant to their needs. Boys and girls enjoy learning equally well because of the wide variety of teaching methods and learning styles. The school promotes very effectively a 'can do' culture in which all pupils are challenged and encouraged. This shone through in a challenging Year 3 science lesson. Pupils were fascinated and made excellent progress as they investigated how shadows form, with carefully chosen tasks closely matched to their different levels of ability.

Pupils' behaviour, attendance and attitudes towards school and learning are extremely positive. Pupils are encouraged to be inquisitive. The school's sharing of, for example risk assessments, together with teaching about many aspects of safety, enable pupils to know how to be safe, stay safe and the importance of acting safely. Similarly pupils are well informed about the importance of having a healthy lifestyle, speaking with confidence about how to live healthily. Their adoption of healthy eating is less apparent in the content of some lunch boxes. A particularly strong feature is the involvement of pupils in the school's development, which is manifested in their confidence and maturity in expressing their views. Excellent personal skills are developed through the 'Job Squad,' including decisions about learning. They are extended by meaningful involvement in the community, organising fund-raising and other regular opportunities for enterprise activities from Year 2 onwards. Pupils' spiritual, moral and social skills are promoted strongly within a caring and respectful ethos which pupils model in their dealings with others. Their cultural and multi-cultural understanding is a developing aspect. Together with high levels of attainment, pupils are prepared exceptionally well for secondary education.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is always good and often outstanding so that pupils make rapid progress. They are enthusiastic about learning, particularly enjoying problem solving and learning through computers. They are very keen to do well and teachers' planning facilitates this. As a result, tasks are invariably challenging, teaching is brisk and the purpose of their learning is defined clearly. In many lessons, questioning is very specific, accelerating pupils' progress. Their good understanding of their targets, which are central to many lessons, also quickens pupils' progress. Marking, some of which is exemplary in literacy, regularly states pupils' achievements and informs them of the next steps in learning. While they assess their own work confidently, they have less practice in critically evaluating the work of their peers. Work is always very well presented and writing is neat, reflecting pupils' pride in their work and reinforcing teachers' high expectations. Strong teaching is strengthened by the carefully planned curriculum. Its real strength is in its breadth so that all aspects of pupils' development are carefully planned for, over time and built on as pupils move through the school. The extensive and highly relevant programme of personal, social and health education expands pupils' learning and enhances their personal development as they move through the school. The curriculum matches the needs of pupils very well, promoting their excellent progress. Often it builds on their own experiences to accelerate learning and to promote their interest. Opportunities have been extended by the school's partnerships with a number of organisations which have also led to the use of specialist facilities and coaching. Information and communications technology (ICT) is a popular method of learning, with pupils developing a wide range of competences within a structured learning

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environment. Pupils who find some aspects of learning hard are provided for very well through one to one or small group specialist support while there are specific activities for those with particular gifts and talents. A sound range of popular curriculum enhancement activities, including after-school clubs, enrich pupils' learning and enable them to find out their potential strengths and interests.

The care, support and guidance of pupils are a major priority from the time that they start at this nurturing, caring school. Practices and procedures, including safeguarding and health and safety, are planned well and reviewed regularly, backing up the excellent daily care of pupils. Good communication systems ensure that the staff understand pupils' needs very well and respond to them skilfully. Those with particular needs are supported very effectively by highly effective teaching assistants and by the school's constructive links with specialist agencies which ensures enhanced levels of care and support for those most in need. Pupils and parents express great confidence in the care and support given by the staff. This extends to the carefully thought-out procedures for preparing pupils for secondary school, based on their individual needs, which enables them to transfer confidently.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Very strong leadership by the headteacher forms the basis of the school's success. His determination to further strengthen the school is demonstrated in the robust monitoring of the school's work and clear priorities for improvement. Since the last inspection the strides made by middle managers have further strengthened the effectiveness of the school. Their discussions with pupils have very pertinently influenced curriculum developments. It is the strong leadership at all levels and the excellent teamwork of all of the staff and their shared vision and embedded ambition for the school that has the greatest impact on its effectiveness. This is backed up by effective communication systems that enable all aspects of the school's work to be inter-linked. In particular it enables staff to know pupils' academic and pastoral needs closely and ensures excellent equality of opportunity. The governing body is led strongly and increasingly provides a good level of challenge to the school. It oversees safeguarding procedures effectively because of the good systems that are regularly reviewed. Community cohesion is being promoted satisfactorily although the different aspects are not yet formalised into the planning of learning. Parents' and carers' great support for the school owes much to the

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fact that they are welcomed into the school and kept well-informed of developments. This includes regular opportunities to find out more about their children's learning. As a result, strong links are forged between home and school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The classroom for children in the Early Years Foundation Stage is awash with colour and opportunities for them to learn and discover. Children are very happy and eager to learn in this caring, stimulating and safe environment. Most children start school with levels of skills and knowledge that are in line with those found nationally. Effective teaching and a good balance of directed and self-chosen activities result in most children making good progress, especially in their personal development and their communication skills. The children thrive on opportunities to learn independently. For example, they excitedly developed their competences in numeracy and ICT through a very relevant computer programme. Most achieve above average standards by the end of the Early Years Foundation Stage. However, there are missed opportunities in outdoor learning. The area is not used enough for spontaneous learning from the cramped classroom to promote regularly a full range of activities. This is particularly noticeable in creative and physical opportunities where progress is slower. Very positive relationships between parents and the Early Years Foundation Stage staff are encouraged by well-planned induction procedures for new children. However, the school does not obtain information about children who join school from the playgroup, missing the opportunity to get them off to the quickest possible start in learning. Overall, leadership and management are

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good, demonstrated by good assessment procedures and careful recording of children's progress. It was delightful to see that children are already taking responsibility for their learning. One boy was proud to show his understanding of how to move forward in his work. He said, 'I know my target. I have to keep my writing on the line.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers responded to the questionnaire and of these the vast majority were totally supportive of the school. Overall parents summed it up as 'An excellent school, excellent reports, excellent teachers, and excellent headteacher.' One parent reflected the views of many. That parent wrote, 'Each child's needs are at the forefront of all that they provide.' Parents were also very positive about the support and care of those pupils who find some aspects of learning difficult and of the many learning opportunities. A very small number of individual concerns were received. Although they remain anonymous the headteacher knows what they refer to and is looking into them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horsendale Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 114 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	66	36	34	0	0	0	0
The school keeps my child safe	81	76	26	24	0	0	0	0
The school informs me about my child's progress	69	64	37	35	1	1	0	0
My child is making enough progress at this school	79	74	26	24	1	1	0	0
The teaching is good at this school	78	73	29	27	0	0	0	0
The school helps me to support my child's learning	68	64	39	36	0	0	0	0
The school helps my child to have a healthy lifestyle	64	60	41	38	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	53	40	37	0	0	0	0
The school meets my child's particular needs	67	63	35	33	4	4	0	0
The school deals effectively with unacceptable behaviour	58	54	44	41	3	3	0	0
The school takes account of my suggestions and concerns	59	55	43	40	3	3	0	0
The school is led and managed effectively	86	80	20	19	1	1	0	0
Overall, I am happy with my child's experience at this school	86	80	21	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 March 2010

Dear Pupils

Inspection of Horsendale Primary School, Nottingham, NG16 1AP

On behalf of the inspection team, I am writing to tell you the judgements that we made when we visited you recently. First, I send my thanks to you for welcoming us into your school. We enjoyed our time with you very much. It was a pleasure to watch you learning and to see how hard you work and the care that you take in presenting your work to a high standard.

Your school is providing you with an outstanding education. Teaching is never less than good and often excellent. Together with an outstanding curriculum, it helps you to make excellent progress through the school. This is shown in the high standards that you reach by the end of Year 6.

It was good to know that you are proud of your school and are very happy there.

We could see that in your excellent behaviour and positive attitudes. You say that there are lots of activities to do. We agree. We found out that all of the activities help you to develop as learners and as individuals. We particularly like the 'Job Squad' because you learn important skills for work. The partnership with other schools gives you lots of extra learning opportunities and the chance to know other pupils.

The school is led exceptionally well by your headteacher. All of the staff work very hard for you and care for you really well. They know you all very well and see each one of you as very important to the school. Another reason for the school's success is the way that the staff are always trying to make it even better. They do this by checking regularly how well it is doing. This leaves one area to improve. I have asked the school to take a close look at how carefully it is planning your learning about different groups of people in the community and further afield. This is so that you have a fuller understanding of the different cultures and lifestyles represented in the world.

In the meantime, I send you and your school our best wishes for the future.

Yours sincerely

Lynne Blakelock

Lead inspector

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