

Inspection of Haydn Primary School

Haydn Road, Sherwood, Nottingham, Nottinghamshire NG5 2JU

Inspection dates:	10 and 11 December 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish at this vibrant, happy school. Pupils, staff, parents and carers are full of praise for the school's safe, caring ethos. This positive ethos is evident in all aspects of the school's provision and supports pupils' learning and development very well.

The school has high expectations of pupils' behaviour and their attitudes to learning. This includes an equally strong ambition for disadvantaged pupils and those who have special educational needs and/or disabilities (SEND). Pupils fulfil those expectations admirably. Their behaviour is excellent. They are polite and respectful to others. By the end of Year 6, pupils typically achieve high standards in national tests.

Children in the early years settle quickly and make a very strong start to their schooling. Positive relationships enable children to thrive and make the most of the well-designed range of learning activities.

The school promotes pupils' wider personal development exceptionally well. Pupils are taught how to be responsible and active young citizens and to celebrate difference. Pupils, regardless of their needs or circumstances, benefit from a wide range of educational trips and activities. These opportunities broaden pupils' horizons and nurture their talents and interests very well.

What does the school do well and what does it need to do better?

The school has carefully reviewed and revised the curriculum over time, including in the early years. This work is now complete in all subjects. The revised curriculum is designed to ensure that pupils develop increasingly secure knowledge and skills as they progress through the school, from the early years to Year 6. The curriculum is equally ambitious for all pupils.

Staff give clear explanations and instructions. They have secure subject knowledge. Staff regularly check pupils' understanding in lessons and adapt their teaching for any pupils who may need extra help, particularly in English and mathematics. For example, in mathematics, staff provide practical equipment to support some pupils' understanding of challenging concepts. Activities are designed to help pupils build increasingly secure knowledge and skills. In geography, pupils successfully applied what they already knew about scale, when creating a map of the school playground.

The school is developing a more consistent approach to assessing pupils' learning across the curriculum, in subjects other than English and mathematics. In the subjects that have already been reviewed, teachers use checks consistently well to ensure that pupils are secure in their understanding of what they have learned. In the other areas, this work is not complete. This means that the school does not have a secure view of pupils' knowledge, understanding and skills across every subject.

The school strongly prioritises reading and a love of books. Books are celebrated and evident everywhere around the school. There is a systematic approach to teaching early

reading and phonics. This begins as soon as children join the school in the early years. Well-trained staff provide consistent teaching for pupils of any age who are in the early stages of reading. Any who struggle, including pupils with SEND, receive skilled support to catch up quickly. Pupils typically develop very well as fluent, confident readers.

Pupils of all ages display consistently positive behaviour. Pupils are attentive in lessons. They understand and uphold the school's rules and values very well. The school has created a positive, respectful environment where all pupils feel safe and valued. The school reviews and analyses pupils' absence meticulously. Attendance is in line with the national average and is improving. The school works supportively with families where pupils' attendance is less strong.

The school's focus on enhancing pupils' wider personal development is a significant strength. Pupils demonstrate a thoughtful, mature understanding of important values such as democracy. They learn how to keep safe, and about healthy relationships, in an age-appropriate way. There is an impressive range of well-considered opportunities for pupils to develop as well-rounded individuals. Leadership roles are available to all pupils, including those with SEND or who are disadvantaged.

Staff praise the support they receive for their workload and well-being. The school provides a wide range of training opportunities for staff to broaden and enrich their professional knowledge. Governors share leaders' drive and ambition for the school. They fulfil their statutory duties and provide thoughtful challenge and support for the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to assessment is not consistently strong in all areas of the curriculum. This means that, in those areas that have not been revised, teachers do not use assessment systematically enough to identify gaps in knowledge and help pupils embed and apply their learning. The school should ensure that systematic checks on pupils' knowledge and understanding are used effectively in all subjects, to inform teaching and support pupils to build secure knowledge and skills over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122486
Local authority	Nottingham
Inspection number	10347462
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair	Helen Yates
Headteacher	Lisa Paulson
Website	www.haydn.nottingham.sch.uk
Dates of previous inspection	15 and 16 October 2013, under section 5 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior and curriculum leaders. The lead inspector held discussions with representatives of the governing body and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, computing and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, reviewed samples of pupils' books and visited lessons in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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His Majesty's Inspector

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