

Haydn Primary School

Haydn Road, Sherwood, Nottingham, NG5 2JU

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school's outstanding improvement since the last inspection is due to the exceptionally skilled joint headteachers, the very effective senior leadership team and to high-quality teaching.
- In reading, writing and mathematics, pupils' attainment at the end of Year 6 is much higher than that found in most schools nationally. This shows outstanding progress from their starting points when joining the school.
- Much of the teaching over time is outstanding in all key stages and in most subjects. Teachers plan and teach lessons that enable pupils to learn exceptionally well across the subjects taught.
- Teachers have high expectations of all pupils. They use imaginative and innovative methods, which capture pupils' interests and enthusiasm. As a result, all pupils make excellent progress and their achievement is outstanding.
- Rigorous systems to check the quality of teaching by the senior leadership team mean that all teachers know what they do well and what needs improving to make sure that all pupils' needs are fully met.
- Leaders, governors and staff have secured excellence in nearly every aspect of the school's work since the previous inspection, including teaching and achievement.
- Pupils' behaviour is excellent. They are polite, caring and courteous, and they show great respect for all members of the school community. Pupils say they feel very safe and they are very well cared for.
- The subjects taught and very caring environment promote pupils' excellent spiritual, moral, social and cultural development.
- The outdoor provision for younger pupils has improved since the last inspection. This has enhanced their physical well-being and has helped to consolidate their excellent progress.

Information about this inspection

- Inspectors observed 23 lessons, of which 16 were joint observations with senior leaders.
- Meetings were held with staff, two groups of pupils and four members of the governing body. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of the 65 responses to the online questionnaire Parent View and letters from parents. They had conversations with parents and carers as they dropped off their children at the start of the school day. Inspectors also considered the 30 responses to the staff questionnaire.
- School documentation was examined, including the school’s own data on pupils’ current progress, minutes of governing body meetings, and records relating to teachers’ performance, behaviour, attendance and safeguarding. Provision for disabled pupils and those who have special educational needs was also scrutinised.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Sara Storer

Additional Inspector

Full report

Information about this school

- Haydn Primary is larger than the average-sized primary school. It is a two-form entry school with two classes in each year group from Nursery to Year 6.
- The Early Years Foundation Stage children are taught in a separate Nursery unit and a double Reception class.
- Pupils come from a variety of ethnic backgrounds and over one third of the pupils speak English as an additional language, with an increasing number at an early stage of learning English in the younger age groups.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding allocated by the government for pupils known to be eligible for free school meals) is lower than average.
- Haydn Primary School meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.
- In 2013, the governors appointed a new head of school to take charge when the headteachers are not in school, a new leader of the Early Years Foundation Stage and a new special educational needs coordinator. In addition, two new teachers also started at the school in January and September 2013 respectively.
- There is an out-of-school care association on the school site that is not managed by the governing body and did not form part of this inspection.

What does the school need to do to improve further?

- Improve guidance on spelling and handwriting for the minority of pupils to enable achievement in writing to match the high levels attained in reading.

Inspection judgements

The achievement of pupils is outstanding

- The achievement of all groups of pupils is outstanding and has improved since the previous inspection. The proportion of pupils, including more-able pupils, making and exceeding expected progress by the end of Year 6 is high, compared with national figures. By the time pupils leave Haydn, they are exceptionally well prepared for their time in secondary school.
- Children join the school with skills and knowledge that are typical of those expected for their age. They make good progress in Nursery, especially in their personal and social development. They continue to make good progress in Reception classes, particularly in developing their early reading, writing and mathematical skills. Almost all pupils start Year 1 with knowledge and understanding that are at higher levels of development than those usually found for their age.
- By the end of Key Stage 1, pupils' attainment is above average in both English and mathematics, although pupils achieve higher levels in reading and mathematics than they do in writing. The school's internal assessments show that pupils are making outstanding progress in English and mathematics throughout both key stages. Writing is not as strong as reading because, for a small minority, spelling and handwriting are not consistently excellent.
- Pupils say that the most helpful thing they do is exchange ideas with a partner before they start to write. Standards in writing have improved dramatically. This is due to the opportunities all pupils have to write at length in a range of subjects, with high expectations from teachers for the standards pupils must reach. In the national tests, many more pupils reach the higher levels than seen nationally.
- The achievement of disabled pupils and those who have special educational needs is outstanding, as is the achievement of those who speak English as an additional language, more-able pupils and those from different ethnic backgrounds. This is because these groups are very well supported and appropriately challenged.
- The progress of pupils known to be eligible for free school meals is similar to that of their classmates. National tests in 2012 showed that Year 6 pupils who benefited from the pupil premium attained better than their classmates in mathematics and were one term behind in English. Current school records show a similar pattern in mathematics and with the gap in English continuing to narrow. The school uses the designated funds well to support these pupils, including small-group support and special teaching and support programmes in reading, writing and mathematics.
- Pupils enjoy reading. As a result of good and targeted teaching in the Early Years Foundation Stage and Key Stage 1, pupils have a secure understanding of phonics (letters and the sounds they make). In 2012, Year 1 pupils performed above the national average in the phonic screening check and 2013 data show that the proportion achieving the expected standard is much higher than last year.
- The rapid rate of pupils' progress demonstrates the success of the school in making sure that every pupil gets an equal chance to succeed while valuing differences in their backgrounds and beliefs.

The quality of teaching is outstanding

- Reading, writing and mathematics are taught very well. Much of the teaching over time is outstanding and teaching is never less than consistently good. Teachers have high expectations regarding outcomes for pupils and their learning behaviours. They plan a range of interesting and captivating activities, which provide pupils with motivating learning experiences.
- The value put on effective learning in the school is very strong. All viewpoints and responses from pupils are highly appreciated. Teachers make clear at the start of every lesson what pupils are expected to learn in the lesson, and the high level of challenge set helps pupils to achieve as well as they can. The requirement that all pupils carry out mathematical investigations has improved pupils' ability to apply their problem-solving skills in numeracy. This makes a very significant contribution to the rapid rates of pupils' learning.
- Teachers use a variety of exciting and creative approaches to meet and respond to pupils' different learning needs. For example, in Year 5, pupils were studying Greek theatre to practise their skills in writing dialogue for characters in the play, *Wooden Horse of Troy*, and successfully using adverbs in their stage directions. In Year 6, pupils were composing poems, using similes and metaphors, based on studies of the poetry of Christina Rossetti. They were inspired and used a variety of language devices demonstrating their sophisticated use of language which was advanced for their age, linked to learning about structure and rhythm in poetry.
- Pupils show high levels of engagement and excitement in their learning. For example, in a Year 6 history lesson, pupils were looking at the impact of immigration to Britain in the 1950s and writing about the beginnings of the multi-cultural society. Pupils clearly benefited from the interesting information provided by the teacher, from focused discussions and notes made earlier, to guide their writing. They worked enthusiastically and made excellent gains in historical knowledge, and in their moral and social development, through extended writing.
- Teachers have very good subject knowledge. Planning is thorough and takes into account fully the skills pupils need to learn and develop in all subjects. Teachers make sure that there are strong links with pupils' prior learning, and check pupils' learning and progress throughout each lesson. Resources are very well organised and the classroom environment is very conducive to learning.
- Specialist support and teaching for disabled pupils and those who have special educational needs are highly effective and enable them to make excellent progress. Teaching assistants show excellent understanding of pupils' needs and support them effectively.
- Overall the quality of marking and feedback is very good. Teachers give constructive feedback to pupils, which help them in deciding what to do next and how to influence their own learning. Pupils respond to teachers' feedback regularly. For a minority of pupils, the guidance on spelling and handwriting is not always as sharp as it could be to improve their achievement in writing. All pupils know their targets and next steps in learning.
- Highly effective teaching in the Early Years Foundation Stage enables children to make excellent progress. Accurate assessment leads adults to be able to plan appropriately for the next steps children need to take in their learning. As well as effective teaching of key skills, children are helped to think about what they are learning and to develop the skill of working by themselves and collaborating with others. Staff make sure that there is the right balance between child-initiated and adult-led activities. Children are motivated and challenged and are very enthusiastic learners.

The behaviour and safety of pupils are outstanding

- Pupils' engagement in the vast majority of lessons and outside is exemplary. They are enthusiastic and articulate learners, supportive of each other's views, feelings and abilities.
- Pupils display consistently positive attitudes to learning, whether with a teaching assistant, class teacher or in assembly. They take great pride in their school and talk enthusiastically about their learning and achievements.
- Pupils are very well aware of different forms of bullying, including e-safety and cyber-bullying. There have been very few incidents of bullying or poor behaviour or serious incidents. Pupils told inspectors that instances of bullying of any kind are extremely rare, but the school is quick to act in such circumstances. The school is very effective at tackling any form of discrimination.
- The school has a well-established behaviour management policy. When needed, teachers are highly skilled in behaviour management. Pupils say that behaviour in the school is excellent. Parents' and carers' response in Parent View is overwhelmingly positive about behaviour in the school.
- The school successfully fosters very good relationships; pupils are courteous, respectful and well mannered, and display outstanding behaviour throughout the school day. Pupils' enjoyment of the school is reflected in the high rates of attendance.

The leadership and management are outstanding

- The senior leadership team and governors have a clear vision and relentless drive to improve standards. They have made sure that high levels of achievement are reached across the school.
- The joint headteachers are exceptionally skilled and have immensely high levels of expectations of staff and other leaders in the school.
- The school has rigorous systems to check on the quality of teaching and learning. Leaders provide clear guidance to teachers and teaching assistants on how to improve the quality of teaching and learning, and raise standards further.
- Subject leaders track achievement data rigorously and put support in place for any pupil who falls behind. They accurately check on how well teachers are performing, which leads to very clear steps for action.
- All teachers and teaching assistants have clear targets for improvement, which are monitored regularly. This has had an exceptional effect on raising the quality of teaching and learning across the school since the last inspection because everyone knows exactly what is required of them.
- Performance management and salary progression are linked closely and effectively to the quality of teaching and pupils' progress. The school's strong caring environment has an immense impact on the daily life of the school. It places high value on developing pupils' basic literacy skills, expression of feeling, enjoyment and independent learning.
- The outstanding curriculum combines literacy at every opportunity and connects subjects and areas of learning through imaginative approaches, which support pupils' understanding and promotes their autonomy. As a result, pupils make significant gains in their spiritual, moral,

social and cultural development.

- The school's arrangements for safeguarding meet all current requirements.
- The school works very well with parents and carers, and in the local community and other schools. The joint headteachers are National Leaders of Education and have used their expertise to support two local schools to improve the quality of teaching and raise pupils' achievement there. The head of school is supporting a school to improve provision in their Early Years Foundation Stage and the deputy headteacher is using her expertise in a local school to improve teaching of mathematics. Five teachers are teacher facilitators and deliver professional development in several local schools. The governors confirm that this work has benefited the leadership of the school and helped to improve the quality of teaching and raise achievement at Haydn.
- A number of initiatives have been successful in raising attainment. For example, pupils participate widely in physical education and sports, and this raises their self-esteem and helps to support improvement in their academic performance. The school has not yet received the new primary school sports funding but, in partnership with other local schools, it has established a contract with a specialist sports coaching agency. It has trained midday supervisors to organise effective play sessions and pupils have been trained at Djanogly Academy as sports leaders to participate with the younger children.
- The local authority has reduced its work with the school as the school has improved. It now gives light-touch support as it confirms the school's self-evaluation of its performance to be outstanding.
- **The governance of the school:**
 - The governing body has a very clear understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance. Governors are very knowledgeable, professional and skilful. The governing body shares the high expectations of the senior leadership team and has a visible presence in the school. It provides strong support and challenge to the senior leadership team. Governors carry out their statutory duties very diligently, making sure that the headteachers' performance is rigorously assessed through annual objectives. Governors manage the budget effectively and check closely how the pupil premium funding is used in the school and its impact on pupils' progress. Governors are fully aware of the school's strengths and areas for development. They take the management of teachers' performance seriously and regularly check the performance of staff and its link to pay so that they can reward good teachers with salary progression. Governors attend training regularly and make sure that all statutory duties are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122486
Local authority	Nottingham
Inspection number	429593

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	The governing body
Chair	Ros Harris and Prakash Ross (Joint Chair)
Headteacher	Patrick and Sarah Fielding (Joint Headteachers)
Date of previous school inspection	9 July 2009
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