

Horton Grange Primary School

Inspection report

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|--------------------------------|------------------------|
| Unique Reference Number | 107205 |
| Local Authority | Bradford |
| Inspection number | 356106 |
| Inspection dates | 2–3 March 2011 |
| Reporting inspector | Christopher Keeler HMI |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 687 |
| Appropriate authority | The governing body |
| Chair | Ms Saima Mahmood |
| Headteacher | Mr Duncan Jacques |
| Date of previous school inspection | 28 January 2009 |
| School address | Spencer Road Great Horton, Bradford West Yorkshire BD7 2EU |
| Telephone number | 01274 573287 |
| Fax number | 01274 521826 |
| Email address | admin@hortongrange.bradford.sch.uk |

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors visited 24 lessons, observed 22 teachers and spent the majority of their time observing learning. They held meetings with members of the governing body, senior leaders, a local authority representative, staff and groups of pupils. They observed the school's work and looked at a range of documents, including the school improvement plan, analyses of pupils' attainment and progress, pupils' work and teachers' planning. The inspection also took into account the questionnaires completed by 185 parents and carers.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- The rate at which pupils progress and the standards they attain as they move through the school.
- The relationship between the quality of teaching and its impact on progress.
- Leadership at all levels and the leaders' contribution to the school improvement process.
- The extent of curriculum development since the previous inspection.
- The development of writing throughout the school.

Information about the school

Horton Grange Primary is a much larger than average primary school, situated to the west of Bradford. The proportion of pupils known to be eligible for free school meals is above the national average. The majority of pupils are of Pakistani heritage and a minority of children join the school each year speaking no English. The proportion of pupils with special educational needs and/or disabilities is above the national average.

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?

2

The school's capacity for sustained improvement

2

Main findings

Horton Grange Primary School is a good school which has improved significantly since the previous inspection. This is acknowledged by the overwhelming majority of parents and carers who returned the inspection questionnaires. It provides good value for money. The quality of teaching and learning, achievement, curriculum and leadership and management are good and the care, guidance and support afforded all pupils is outstanding.

Attainment in English and mathematics has been low for many years and remains so. However, it is improving. Outstanding provision in the Early Years Foundation Stage gives pupils a good start. From exceptionally low starting points, pupils including those with special educational needs and/or disabilities make good progress overall. By the time they leave Year 6 some groups have made outstanding progress. The proportion of pupils attaining the higher levels in English and mathematics remains too low. The behaviour exhibited by all pupils is exemplary. Good working habits and an enthusiasm for learning are apparent during lessons and this enhances progress. These positive attitudes towards learning are the result of an effective partnership between parents and carers and the school, as well as good relationships between pupils and adults. This enables pupils to feel safe and secure, thereby enabling them to reap the benefits of the educational provision on offer.

Pupils achieve well because of good teaching and learning. Lessons are well planned and good use is made of information and communication technology (ICT) to stimulate learning. Classrooms are extremely well organised and celebrate pupils' achievements. Expectations are high and pupils' progress is monitored closely. Good quality intervention from the Language Support Team and staff that work closely with groups and individual pupils lead to rapid improvement. The quality of marking is variable across the school. On occasions, guidance as to how pupils may improve is not clear enough. A good quality, well-planned curriculum enables pupils to make the best of the learning experiences available. Learning is enriched by visits and visitors that make the curriculum come alive and this motivates pupils. An excellent range of extra-curricular activities helps pupils to develop social skills and attain personal goals. Outstanding care, guidance and support underpin the work of the school and provide the solid foundations upon which pupils are able to grow in self-confidence and achieve well.

Good leadership provided by senior managers has been the most significant factor in driving and securing improvements. The strong teamwork that has been successfully cultivated over the past two years has brought about a positive ethos that recognises that all pupils are entitled to a quality education and an expectation that all pupils can experience success. The governing body is very supportive and is developing measures to effectively evaluate the work of the school through increased monitoring. Senior leaders

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have a good understanding of the strengths and weaknesses of the school based on accurate self-evaluation. The improvements achieved since the previous inspection, particularly in relation to teaching and learning, indicates that the capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve attainment in English and mathematics in respect of the proportion of pupils attaining the higher levels at both key stages, particularly in writing.
- Ensure that all teachers' marking clearly informs pupils what they need to do to improve so that they can apply the guidance when undertaking their work.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills that are significantly below what is typically expected for their age and they achieve well. Attainment by the end of Year 6 has been low in English, mathematics and science for many years. Pupils are now making good progress as they move through the school. The gap in attainment in relation to the national average for all subjects is narrowing rapidly. An analysis of school data, a scrutiny of pupils' work and their performance during lessons observed during the inspection, indicate that pupils are currently making good progress and attainment is approaching the national average. For example, it was evident during lessons that pupils in Year 6 were developing the skill of writing in a lively and thoughtful manner and becoming confident in solving number problems using the basic four operations. The minority of pupils who enter the school with no English make outstanding progress by the time they leave the school. Girls make outstanding progress in reading and writing, as do pupils in Year 6 with special educational needs and/or disabilities. However, too few pupils are attaining the higher levels especially in writing by the end of Year 2 and Year 6.

Pupils' behaviour is outstanding. They are considerate towards each other, work well together during lessons, listen attentively and are keen to learn. This is a major factor as to why pupils are making good progress. They feel safe and this is because of the excellent relationships between pupils and adults. Pupils say that although instances of bullying are very rare, they are quickly dealt with by teachers. Pupils have a good understanding of what constitutes a healthy lifestyle and appreciate the benefits of a balanced diet and exercise. Pupils accept responsibility by carrying out tasks that assist in the day-to-day running of the school. All groups of pupils participate enthusiastically in a wide range of sporting and cultural activities, both in school and the wider community. As junior wardens they help remove litter and graffiti in the locality and a group of pupils has been involved in designing an adventure playground for community use. Pupils' spiritual, moral, social and cultural development is good. They have a good knowledge of their own culture and enjoy sharing it with others. Attendance is above average and the percentage of persistent absentees has reduced significantly since the previous inspection and is now low. Improving attainment and good progress combined with outstanding behaviour reflect the good extent to which pupils are acquiring skills that will enable them to contribute to their future economic well-being.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| 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 observed during the inspection was mostly good with some that was outstanding. This is why attainment is rising and pupils are making good and in some instances outstanding progress. Lessons are well structured with a good balance between teacher-initiated and independent pupil activity. Lesson plans have clearly identified learning intentions and 'steps to success' which are shared with the pupils. Lessons proceed at a good pace and activities are well matched to pupils' needs as a result of the good use of assessment information. A feature in all classrooms is the effective use of interactive whiteboards which support teaching and learning. Good opportunities are provided for pupils to engage in their learning through questioning and group discussions. This requires pupils to reflect prior to articulating a response and this enhances their understanding and accentuates progress. Marking is evaluative and pupils' efforts are recognised. However, the balance between evaluation and guidance, indicating how a pupil may improve, is not always evident. In the few instances where teaching is satisfactory, activities for the more able pupils are not sufficiently challenging and teachers spend too much time addressing pupils, leaving little opportunity for pupils to engage actively in their learning.

In the drive to raise attainment, English is at the core of the curriculum and good opportunities are being planned to promote the development of English skills in all subjects. However, this has not yet fully impacted on attainment by the end of Year 6.

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The use of themes allows for subject boundaries to be crossed, for example Year 3 pupils learn German as part of their study of the Second World War. The curriculum is well designed to meet the needs of all pupils. Pupils with special educational needs and/or disabilities are able to access the curriculum due to the provision of dedicated support. Pupils new to English attend the language support centre within school where they receive good support in all curriculum areas. An outstanding range of extra-curricular sporting and artistic activities and visits to places of educational interest enrich the curriculum.

Care, guidance and support are outstanding, particularly the quality of pastoral care. Every pupil is valued and encouraged as an individual. Pupils know the adults care about them. 'The teachers help us and they're really kind,' said one pupil. There are excellent arrangements to welcome children starting school, to help them settle into new classes and to help them to move to secondary school. The school's work with families and children to sustain learning is a strong feature of the school. Very good links exist with external agencies to secure effective support for pupils, particularly those who are vulnerable and those who arrive at school with no knowledge of English.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| 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 | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher provides good leadership for all staff. The senior leadership team has a good understanding of the strengths of the school as well as the priorities for improvement. The school improvement plan is an effective vehicle designed to bring about change and is based on accurate evaluation. A strong sense of teamwork exists and, as a result, all staff are working together for the good of the school. Over the past two years school leaders have successfully tackled weaknesses in teaching and pupils' attitudes towards learning. As a result, outcomes are generally good and improving strongly. Other leaders, particularly those with subject responsibilities, are involved in monitoring and evaluating provision and have a good understanding of what needs to be done to secure higher attainment. The governing body is extremely supportive and is developing the ability to monitor the work of the school more closely.

The school promotes equal opportunities and tackles discrimination well by monitoring the difference in progress between groups. Robust systems are in place for tracking and monitoring performance and the school moves swiftly through a range of intervention programmes to ensure all pupils maintain good progress. Good relationships with parents and carers are a feature of the school. Parents are kept well informed about their children's achievement, well-being and development. Parents are encouraged to support their children's learning through well-supported workshops, in subjects such as

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mathematics and ICT. There are very good links with the local community through the local achievement partnership and the school's association with other nearby schools as well as with a group of rural schools in North Yorkshire. There are firm plans to develop links with a wide range of partner schools across Europe. The school makes a strong contribution to community cohesion through its good understanding of the religious, ethnic and socio-economic features of its community. It is a cohesive and racially harmonious community that values all its members. The pupils' appreciation of cultural and ethnic diversity is enhanced, for example by the study of influential role models during Black History Month. The school is very effective at safeguarding the health, safety, protection and well-being of all its pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| 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 equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 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

Children's skills are significantly below those expected for their age when they enter the Nursery. Most children have limited play experiences and speak little English. The quality of provision is outstanding and this is why many children make good progress. By the end of Reception some children's skills are approaching those expected for their age. Children also develop into happy, interested learners with a strong sense of curiosity and independence. There is a good balance of adult-led activities and those that children choose for themselves. Well-planned opportunities to boost early literacy skills are having a positive impact; especially for children who are at an early stage of learning English. The vibrant and stimulating outdoor area in particular is used exceptionally well to extend all aspects of children's learning and development. Children interact well with each other and enjoy warm, trusting relationships with staff who exhibit high standards of care. They settle quickly because the well-established induction procedures are sensitive and help the staff develop the positive relationships with parents that prevail throughout the school.

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Leadership of the Early Years Foundation Stage is exceptionally strong and staff work together very well as a team. Accurate assessments of children's progress enable the adults to extend children's learning very well and this enhances progress. Staff are very effective in identifying and supporting children with additional learning needs. Procedures to ensure children's welfare are very good and meet all requirements.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire are happy with their children's experience at school. They are particularly pleased with the quality of teaching, their children's progress and the extent to which the school helps them to support their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horton Grange 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 185 completed questionnaires by the end of the on-site inspection. In total, there are 687 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 114 | 62 | 71 | 38 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 90 | 49 | 94 | 51 | 1 | 1 | 0 | 0 |
| My school informs me about my child's progress | 81 | 44 | 98 | 53 | 4 | 2 | 0 | 0 |
| My child is making enough progress at this school | 71 | 38 | 108 | 58 | 4 | 2 | 0 | 0 |
| The teaching is good at this school | 80 | 43 | 98 | 53 | 4 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 72 | 39 | 107 | 58 | 2 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 68 | 37 | 109 | 59 | 5 | 3 | 0 | 0 |
| 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) | 66 | 36 | 101 | 55 | 8 | 4 | 0 | 0 |
| The school meets my child's particular needs | 66 | 36 | 104 | 56 | 10 | 5 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 65 | 35 | 101 | 55 | 9 | 5 | 4 | 2 |
| The school takes account of my suggestions and concerns | 65 | 35 | 108 | 58 | 3 | 2 | 2 | 1 |
| The school is led and managed effectively | 82 | 44 | 93 | 50 | 3 | 2 | 2 | 1 |
| Overall, I am happy with my child's experience at this school | 94 | 51 | 86 | 46 | 1 | 1 | 1 | 1 |

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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



4 March 2011

Dear Pupils

Inspection of Horton Grange Primary School, Bradford, BD7 2EU

Thank you for making us so welcome when we inspected your school recently. We enjoyed talking to you and watching you at play and during lessons. I would like to express a special thank you to the pupils who gave up their time during lunchtime to share their views of the school with us. All of the inspectors were impressed at how polite and thoughtful you were.

I am writing to tell you what we found out. You and your parents told us that Horton Grange is a good school and we agree. It is well led by the headteacher and he is given good support by the senior leadership team, the teachers and all the other adults who work in the school. You are taught well and as a result make good progress. If you attended the Early Years Foundation Stage at this school you will know how good it is. Actually we think it is excellent! Some of you are making outstanding progress including girls in reading and writing and those of you who entered school with no English. Well done.

Your teachers and the governing body are always considering how to make your school even better. We and the headteacher think there are two areas that require improvement. They are to:

- improve standards in English and mathematics, ensuring that more of you attain Level 3 in Key stage 1 and Level 5 in Key Stage 2, particularly in writing
- ensure that all teachers' marking clearly tells you what you need to do to improve so that you can practise it in the next lesson.

You can help too by reading carefully what your teacher writes in your book when you have finished a piece of work and putting it into practice in the next lesson. If you do not understand, ask your teacher to explain it to you.

Yours sincerely

Christopher Keeler

Her Majesty's Inspector

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