

# Horbury Primary School

Northfield Lane, Horbury, Wakefield, West Yorkshire , WF4 5DW

**Inspection dates** 14–15 May 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils of all abilities, including those with special educational needs, make good progress through school. They leave Year 6 with standards in English and mathematics which are well above average. They take pride in their work and present it very well.
- Children are well prepared for their future learning through the Early Years Foundation Stage. They are very eager to learn and curious about the world around them.
- The overall quality of teaching is good. It is sometimes outstanding. Lessons are imaginative and well planned. Marking and feedback are very well used to help pupils improve their own work.
- Pupils' behaviour and safety are excellent. They take their responsibilities seriously and attendance is above average.
- Exciting themes and good links between subjects makes a strong contribution to pupils' spiritual, moral, cultural and social development.
- Senior leaders establish a clear sense of direction for school improvement and set high expectations for others to follow. They are well supported by an effective governing body.
- As a result, the standard of pupils' work has been sustained since the last inspection, and the school is well placed to continue to develop.

### It is not yet an outstanding school because

- In a few lessons, teachers do not create a sufficient sense of pace and urgency to pupils' learning. Very occasionally, the work set in lessons does not challenge all of the pupils.
- Systems for analysing pupils' progress are not always used as effectively as they might be to ensure that all pupils make the very best progress they can.

## Information about this inspection

- The inspectors observed 20 lessons including three joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair of the Governing Body, and other governors, a representative of the local authority, and members of staff, including senior and middle leaders. The inspector also heard pupils read in Years 1, 2 and 6.
- Inspectors took account of 65 responses to the online questionnaire (Parent View). They also spoke to several parents during the school day and considered the school's own parental consultations.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Jane Salt	Additional Inspector
David Matthew	Additional Inspector

# Full report

## Information about this school

- This is a larger than average sized primary school.
- The large majority of pupils are from White British heritage.
- The proportion of pupils who are known to be eligible for the pupil premium is below average.  
The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those who are looked after by the local authority or the children of forces families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- At the time of the inspection, the school was led by two acting headteachers as a result of the long-term absence of the headteacher.

## What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding by:
  - ensuring teachers sustain a strong sense of pace and urgency to learning
  - setting work that challenges all pupils to achieve their full potential every lesson.
- Strengthen procedures for measuring and analysing pupils' progress to ensure that all pupils consistently make the very best progress they can.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils' achievement through school is good. As a result, by the end of Year 6 pupils' attainment in reading, writing and mathematics is well-above average and has been sustained well since the last inspection.
- Children start school with skills and understanding that are generally typical for their age. They make at least good progress through the Early Years Foundation Stage in all areas of learning. Children concentrate well and are inquisitive and keen to learn. Their early reading, writing and number skills are particularly well developed and used well in a wide range of activities.
- The few pupils known to be eligible for free school meals and supported by the pupil premium funding make good progress. There is little significant difference between the standards reached by pupils known to be eligible for free school meals and those who are not. They largely reach at least average standards. The use of the funding to provide one-to-one support is carefully scrutinised by staff and the governing body to ensure it has a positive impact on these pupils' learning.
- Disabled pupils, those supported at school action and at school action plus, who have special educational needs make good progress from their starting points. In particular, they acquire effective reading and writing skills, which enable them to tackle a wide range of subjects and succeed well.
- Pupils read fluently and widely by Year 6. They tackle new and unfamiliar words well because they have a thorough understanding of letters and their sounds. Pupils of all ages and abilities read with expression and enthusiasm. They use these skills well in all subjects.
- Pupils' writing skills are very good. There is a strong focus on ensuring accuracy in basic skills, such as spelling and grammar and using them in creative ways. For example, Year 2 pupils biographical accounts of the life of Samuel Pepys made very imaginative use of punctuation and a powerful vocabulary to seize the reader's attention.
- Pupils' mathematical skills are well developed. They have a strong recall of number facts and mathematical vocabulary. They are particularly good at explaining the strategies they use to complete their calculations and apply them well in solving problems.
- Although pupils' achievement is at least good, they occasionally do not make the very best progress they could because the quality of teaching is good overall rather than outstanding.

### The quality of teaching

**is good**

- Reading, writing and mathematical skills are taught well through direct, sharply-focused lessons and good application of those skills in different subjects. Teachers expect pupils to use the skills they have learned with precision. For example, less-able pupils in Year 5 successfully solve mathematical problems involving addition and multiplication to three decimal places because of the orderly and careful way they present their work.
- In Years 1 and 2, pupils are challenged to become quick, fluid and accurate readers and writers by fast-paced lessons, which build rapidly on their knowledge of letters and the sounds they make. This also contributes to pupils' good spelling and other writing skills. Teachers provide many opportunities for pupils to read aloud during the school day. They make good use of logical reading schemes and a well-stocked library to promote good progress.
- Teachers often inspire pupils through imaginative and interesting activities. They make good use of information and communication technology, role play, puppets, quizzes and games. Teachers make good use of technology by showing pupils' work as a model for others, for example, in mathematical problem-solving and as a springboard for further improvement.
- Teachers' expectations are generally high. As a result, pupils of all abilities take pride in their work and are productive. This is particularly evident in the standard of neat, joined handwriting that many pupils attain. In the best lessons, teachers set a very good pace to keep pupils

interested and consistently progressing. For example, by efficiently modelling the skills they want pupils to learn and then expecting them to use them promptly in a range of activities.

- Teachers and teaching assistants ask probing and open questions to deepen pupils' understanding and develop their thinking skills. Teaching assistants are generally well deployed to provide support and challenge where it is most needed whatever the pupils' abilities.
- Teachers make good use of marking and feedback to guide pupils to improve their own work. They always expect pupils to respond to the comments they make and to set their own targets for further improvement.
- Very occasionally, the work set in the lesson is not matched carefully enough to the needs of different pupils to make sure they are fully challenged throughout the lesson. For example, where teachers use a similar worksheet for all pupils or do not provide additional challenge through the questions they ask.
- In a few lessons, teachers do not set an urgent enough pace of learning. For example, they spend too long explaining tasks to pupils and do not set clear timescales for the achievement of their work. This inhibits pupils from making the best progress they could.

### **The behaviour and safety of pupils** are outstanding

- Pupils are extremely well behaved at all times. The school is calm, friendly and very orderly. Pupils listen very attentively to teachers and their peers because relationships are excellent. They move around the school with care and consideration for others. This is very evident in the busy dining hall and the extensive school grounds.
- Pupils have an excellent understanding of different types of bullying and are sure that very little goes on. Parents are very happy with the school's timely response to any concerns and feel their children are kept safe.
- The school works very closely with parents of pupils who have social, emotional or behavioural concerns. These pupils make very good progress in learning how to manage their own behaviour and to improve their attendance. They are very well supported by the other pupils who are keen to offer all the assistance they can. Consequently, poor behaviour is very rare.
- Pupils develop very positive attitudes to life and learning through the teaching of common values and expectations. Year 6 pupils feel they are very well prepared for the challenges they may meet in their future life through well planned personal and social education and exciting residential visits, which promote their self-awareness and self-confidence.
- Pupils take their many responsibilities around the school, such as helping in the office and looking after younger pupils, very seriously. They fulfil their roles on the school council very well and make a positive impact to the life of the school. They are very proud of their large class allotments and the products they grow for cookery lessons.

### **The leadership and management** are good

- The acting headteachers provide clear and purposeful leadership. As a result, staff morale is high, following a period of some staff changes, and improvements continue to be made to pupils' achievement.
- The procedures to check on and improve the quality of teaching are good. Senior staff provides strong role models for teachers and there are effective systems for sharing the best practice.
- Staffs are held accountable for the progress pupils make and are subject to fulfilling stringent criteria in order to achieve the next salary level.
- Overall, the procedures to analyse and measure pupils' progress are good and used well by senior leaders and the governing body to set targets for improvement. The senior leaders have recognised the need to refine further these procedures in order to ensure pupils are consistently making the very best progress possible.
- The school receives appropriate 'light-touch' support from the local authority. This support has

contributed well to the development of subject leaders' expertise and to pupils' welfare and attendance. The school also employs its own independent consultant who provides good support and challenge to senior leaders.

- The rich curriculum contributes very well to pupils' learning. The school makes very good use of specialist teachers and this is very evident in, for example, the high quality art work that was seen throughout school. Subjects are interwoven well, through central themes and are supported by a range of visitors and visits. The curriculum promotes pupils' global awareness well and encourages empathy and consideration for others.
- The school tackles any rare issues of discrimination well and this contributes to the harmony within the school community.
- Policies for safeguarding pupils meet legal requirements and are supported by good record keeping.
- **The governance of the school:**
  - The governing body is well led and well informed, through good quality reports and its own developing, systematic checks on the school's work and pupils' progress. The governors make good use of training opportunities provided by the school and local authority to develop their effectiveness in their roles. They are involved in the school's self-evaluation and appropriately decide whether teachers and staff should be rewarded with salary increases and also review targets for the headteacher. They make appropriate use of data to plan the use of funding, such as the pupil premium, and check that the money spent is having a positive effect on pupils' achievement.

## 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

<b>Unique reference number</b>	133319
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	411922

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	494
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shelagh Jackson
<b>Headteacher</b>	Jo-Anne Charalambous
<b>Date of previous school inspection</b>	25 May 2010
<b>Telephone number</b>	01924 302810
<b>Fax number</b>	01924 302816
<b>Email address</b>	headteacher@horbury-pri.wakefield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

