

Horninglow Primary School

Horninglow Road North, Burton-on-Trent, Staffordshire, DE13 0SW

Inspection dates

11–12 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders, staff and governors have not done enough since the school's last inspection to improve teaching and pupils' achievement.
- Leaders do not provide the right assistance and guidance to teachers and support staff to improve their teaching.
- The school's development plan lacks clear timescales, measures of success or challenging targets to help staff monitor and improve teaching or pupils' achievement.
- Standards in writing are below average and pupils make slow progress.
- Disabled pupils and those who have special educational needs do not make enough progress overall.
- The gaps between the achievement of pupils eligible for additional government funding and others are too wide and are not closing quickly enough.
- Teachers do not always challenge the most able pupils enough and so these pupils do not achieve as well as they should.
- Teachers do not always assess pupils' progress accurately or often enough.
- Teaching requires improvement in the reception class. Elsewhere in the school, too little teaching is of good quality. Too much of it is either inadequate or requires improvement.
- Although most pupils behave well, some pupils in Key Stage 2 play too roughly during break times.
- Although pupils are safe in school, some staff are not consistently vigilant enough to minimise accidents or incidents during break times.

The school has the following strengths

- There are good relationships between pupils and staff. Pupils' spiritual, moral, social and cultural development is supported well.
- Attendance rates have improved well and are now above average.
- The teaching is strong in the Nursery class.
- Teachers mark pupils' work consistently and provide pupils with clear pointers for improvement to help them correct their work, especially in mathematics.

Information about this inspection

- This was an unannounced Section 5 inspection.
- Inspectors observed 16 parts of lessons. A number of these were observed jointly with the headteacher or deputy headteacher. Intervention and support groups for pupils who have disabilities or special educational needs were observed by an inspector.
- In addition to lesson observations, inspectors reviewed pupils' work; listened to two groups of pupils reading; and observed pupils' behaviour in the playground and at other times during each of the two days of inspection.
- Meetings were held with the senior leadership team, members of the governing body and middle leaders, including staff responsible for managing subjects.
- Inspectors spoke informally to a number of parents and carers at the start of each school day. Inspectors considered the 15 responses to the online Ofsted questionnaire Parent View.
- Inspectors looked at a range of documentation, including the school's development plan, information about pupils' achievement, progress and performance, governing body minutes and information related to teaching, behaviour, attendance and safeguarding.
- The inspection took place when Nursery children were just starting their first couple of days and Reception children were in their second week of school.

Inspection team

Charalambos Loizou, Lead inspector

Her Majesty's Inspector

Lynn Stanbridge

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a smaller-than-average-sized primary school.
- The Early Years Foundation Stage comprises a Nursery class for three-year-old children who all attend part-time in the mornings only, and a Reception class for four-year-olds who attend full time.
- Most pupils are of White British backgrounds. Other pupils come from a wide range of backgrounds; the largest groups are represented by pupils of Pakistani or Eastern European heritage. A small number of pupils are in the early stages of learning English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium (additional government funding to support pupils known to be eligible for free school meals and looked after children) is well above average.
- The proportion of pupils receiving special educational needs support is above average. The percentage of pupils with a statement of educational needs or an education and health care plan is also above the national average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been significant staff changes since the school's last inspection in 2010. The deputy headteacher and the teacher responsible for managing special educational needs provision joined the school at the start of this school term as part of the restructured senior leadership team.
- The school is part of the Burton Cooperative Learning Trust which is a collaboration of eight local schools.

What does the school need to do to improve further?

- Improve the quality of teaching so that, in all classes, pupils are offered the right level of challenge and support by making sure that:
 - teachers plan more work specifically for the most able pupils to extend their learning
 - teachers check more often that pupils are sustaining their learning throughout lessons, particularly those eligible for the pupil premium and disabled pupils and those who have special educational needs
 - teaching in the Reception class is consistently good
 - teachers and support staff have more opportunities to see and share best practice.
- Improve pupils' attainment in reading and writing and sustain the rise in achievement in mathematics by giving pupils:
 - more opportunities to write at length across a broad range of subjects, and enough time for them to edit and improve their writing
 - more varied and interesting books to read, making sure that teachers and support staff check more frequently that pupils are improving their reading skills
 - opportunities to develop and improve their problem-solving skills in all mathematics lessons
 - more opportunities to explain their calculation methods when solving mathematical problems in all classes.
- Make sure that leaders, managers and the governing body have a greater impact on improving teaching to raise achievement in all year groups by:
 - securing strong leadership in the Early Years Foundation Stage to develop more good and outstanding teaching across the key stage
 - making sure teachers and leaders assess and check pupils' progress and performance more often so

that all pupils achieve as well as they should

- setting clear targets and measures of success in the school's development and action plans
 - monitoring the quality of teaching more accurately and thoroughly to provide teachers and support staff with the right pointers and guidance to improve their teaching
 - improving the quality and effectiveness of supervision at break times to ensure that all Key Stage 2 pupils behave well and safely.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- The school's effectiveness and performance have declined significantly since its last inspection. The headteacher, governing body and school leaders have not secured enough improvements to the quality of teaching or put in place effective procedures to monitor and assess pupils' progress and performance.
- Shortly before the school's previous inspection it became a primary school having previously been an infant school. The transformation has not been managed well enough to ensure that all pupils achieve as well as they should.
- The monitoring of teaching and learning is ineffective and uncoordinated. The headteacher and senior leaders undertake a range of monitoring, including assessments of pupils' progress, the scrutiny of pupils' work books and lesson visits. However, this work is not being managed or coordinated sufficiently to provide clear and consistent evaluations of the quality of teaching and learning.
- Some inaccurate evaluations of teaching lead to ineffective and inconsistent guidance and support for staff to help them improve their practice. The school's involvement in the Burton Cooperative Learning Trust provides opportunities for staff to see and share good practice. This and other professional development or training adopted by the school have not increased the amount of consistently good or better teaching or reduced aspects of teaching that require improvement or that is inadequate.
- Weak school development planning and infrequent reviews of pupils' progress and performance contribute to the school's significant shortcomings. The development plan does not set out clear enough actions with measures of success that can enable leaders, staff and governors to gauge how well teachers and pupils are doing, or identify weak practice and underachievement soon enough to put in place timely interventions.
- Timescales for reviews and assessments of pupils' progress are too infrequent. There is a lack of clarity about the root causes of underachievement because there is no systematic process, milestones or timescales set out in the school's development plan from which to gauge the impact of any actions taken to improve standards.
- Subject leaders are willing and keen to contribute to school improvement and staff morale is high. However, the development plan lacks coordination and has unclear targets and priorities. The capacity for the school's leaders and governors to secure sustained improvements in all classes is restricted. The capacity for sustained improvement is therefore inadequate.
- The curriculum and staff make a significant contribution to pupils' spiritual, moral, social and cultural development. This results in mainly good behaviour and attitudes to learning in lessons. The curriculum and activities planned for pupils provide good opportunities for pupils to learn about other faiths, customs and traditions through religious education, themed topics, projects and educational visits. Pupils learn about tolerance, equality and living in a modern democratic Britain, with opportunities for pupils to become school councillors or 'peer mentors' to help other pupils or represent their views about the school.
- There are too few opportunities for pupils to read and write extensively across the full range of subjects of the curriculum to improve their confidence and skills. Despite improvements to teachers' marking, assessments of pupils' work and progress are not being collated systematically enough to provide leaders and governors with a clear enough picture of pupil achievement. As a result, the school has not met floor standards for the last two years.
- Just under a year ago the school adapted the curriculum with the intention of improving pupils' literacy skills. Pupils are grouped by ability across the school for a daily focused lesson on reading and writing. There is evidence to show that this is starting to have an impact on raising standards but the improvements to date have been marginal because too much teaching has not been good enough. The most significant improvement to achievement in literacy was evident in the most recent national phonic

screening assessments (checks on Year 1 and Year 2 pupils' knowledge of letter sounds and spellings), which show that the proportion of pupils reaching or exceeding the required standard was above that of most primary schools. However, wide gaps remain across the school between the achievement of pupils eligible for the pupil premium and others nationally. A similar situation exists for the most able pupils.

- Too many pupils with special educational needs are not making as much progress as they should.
- Although most parents and carers are positive about the school, a significant number responding to the online survey Parent View, and many of those spoken to by inspectors believe that the school does not communicate enough with parents and carers. Some parents stated that they would like to know more about how they can help their children's reading and writing at home.
- Reviews of pupil progress are currently too infrequent to ensure that all pupils do as well as they should.
- The school makes good use of the primary school physical education and sport premium, although the governing body has yet to set out specific details on the school's website. The funds are put to good effect to utilise the expertise of coaches from a local professional football club resulting in expert coaching and more access to sport for pupils. These promote healthy lifestyles and help pupils to be active, as well as improving their sports skills. High numbers of pupils participate in sport and after-school activities as well as having a daily morning exercise session.
- The school may not appoint newly qualified teachers.
- Given the many shortcomings evident in the way teaching is monitored and supported, performance management arrangements are not robust enough to ensure that the most effective teachers lead and influence others across the school. This is particularly the case in the Early Years Foundation Stage where the quality of teaching and support provided for children between the Nursery and Reception classes is not yet good.
- The local authority and its advisers have been inconsistent and too slow to recognise the school's decline since the last inspection. Only after the publication of last year's performance data was any warning given to the school about its underperformance or interventions put in place to address the decline in pupils' achievement. Until then the school's leaders and governing body have relied on other external support and contacts with its local schools to try and secure improvement.
- **The governance of the school:**
 - Governors receive reports about standards and test results from the school's leaders, including headteacher reports, but as a corporate body it has had little influence on holding the headteacher and staff sufficiently to account for continued low standards and the decline in the school's effectiveness since its last inspection.
 - The governing body does not evaluate or challenge the reports it gets from school leaders enough to provide a critical analysis of the school's performance in order to sufficiently challenge leaders and staff.
 - The governing body does not scrutinise enough the performance of teachers and support staff or pupils' achievement. Little monitoring takes place of the use made of pupil premium funding and its impact on the significant gaps between the achievement of disadvantaged pupils and others in the school.
 - The governing body has had little input into the school development plan and its own action plan does not prioritise the most important areas for improvement.
 - The governing body carries out its statutory responsibilities, including those associated with safeguarding, recruitment and staff vetting procedures.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement because a few Key Stage 2 pupils at break times play too roughly. Leaders and staff are currently reviewing pupils' behaviour having made alternative arrangements for the supervision of both the Key Stage 1 and 2 playgrounds.

- There are positive relationships amongst pupils and with adults. Pupils say that they trust the adults who care for them, including those who supervise them at lunchtimes. Pupils behave well in lessons and listen to instructions, showing positive attitudes to learning.
- The school's work to keep pupils safe and secure requires improvement. Supervisory staff and teachers make sure that pupils are kept safe at all times but do not always intervene enough to prevent a few pupils in Key Stage 2 from playing too roughly at break times. More should be done to designate safe play areas for ball games in order to minimise any risk of accidents.
- Pupils, however, feel safe and they are safe because there are diligent risk assessments, routines and procedures in place to check that outdoor and indoor areas and resources are safe. The pupils spoken to during lessons and break times said that it is easy to make friends and that everyone treats each other with kindness and respect. Pupils know that there are different types of bullying, including cyber-bullying. They rightly say that bullying is rare and, when it does occur, it involves petty name-calling or minor fall outs. Pupils confirm, and the school's records show, that such incidents are promptly addressed.
- Pupils say that they like their teachers and they enjoy learning new things. Others have also, rightly, said that, 'Teachers do not always give me enough work to do,' and inspectors agree that, particularly for the most able pupils, this is the case in many lessons. As a result, pupils pass time with unchallenging tasks and remain very patient. They do not disrupt lessons so remain passive during lessons where teaching does not enable them to fulfil their potential.
- Pupils enjoy coming to school and this is reflected in attendance rates that have improved markedly from what were previously below average rates of attendance to rates that have been above the national average for over a year. Pupils are punctual. Parents would like to see more staff in the playground so they can discuss their children's progress with class teachers.
- Pupils learn a lot about staying safe and healthy through projects and special topics, as well as a good range of physical education activities, sport and performing arts. Pupils are also aware of the precautions they need to take when using the Internet or online messaging websites.
- Fixed term exclusion rates have fallen considerably and are well below average. The measures adopted to support particularly vulnerable pupils are effective. There is good care and support provided for pupils and families whose circumstances make them vulnerable.
- School councillors are increasingly having a say in the way the school is run and this is starting to make a significant contribution to pupils' sense of community and well-being, as well as their spiritual, moral, social and cultural development. Older pupils who become 'peer mentors' also make a significant contribution, especially at lunchtime, when caring for younger pupils including the new starters from the Reception class.
- Most parents spoken to and those responding to the online questionnaire believe that their children are safe and well cared for.

The quality of teaching

is inadequate

- The quality and consistency of the teaching has declined since the school's last inspection. Teachers' expectations and the learning targets set for pupils are not always ambitious enough, and this is particularly the case for the most able pupils.
- In too many lessons observed during the inspection, teachers and support staff did not always check that pupils made enough progress. Too many teachers set work that is not challenging all pupils to deepen understanding or extend their learning.
- The most effective teachers and support staff provide tasks for the full range of abilities. However, in most lessons pupils of average or higher abilities sometimes repeat work already learned or do not move on

soon enough to more extended tasks.

- Teachers do not check or assess pupils' progress and performance often enough to identify when pupils fall behind or when pupils have already reached their learning targets to move their learning on further. Reviews of pupils' progress are too infrequent and this accounts for the gaps in achievement that exist between significant groups compared with all pupils across the school, such as those eligible for the pupil premium and pupils with special educational needs.
- Teachers' marking is consistent and helpful to pupils. This is more evident in mathematics books and pupils spoken to confirm that they have regular opportunities to correct mistakes in mathematics with clear guidance being offered by their teachers and support staff. Pupils also confirmed that they get good opportunities, particularly in mathematics lessons, to reflect on what they have learned so they can learn from their mistakes. Nevertheless, marking in some writing books does not pick up common or repeated spelling errors.
- Pupils' writing books and the records of pupils reading at home and in school show inconsistencies. Pupils make repeated spelling errors because these are not always pointed out to pupils while they write. Pupils do not read often or widely enough to improve their confidence and skills.
- In mathematics, pupils are increasingly given problems to solve that require them to apply their knowledge of numbers and methods of calculation. This was seen to good effect in Year 6, when, for example, pupils improved their knowledge of multiples and values of numbers when adjusted in a number sentence. However, in other lessons there were too many instances where learning was not extended or time given for pupils to explain the methods they were using to solve problems.
- The majority of responses to the online questionnaire (Parent View), and those parents and carers spoken to during the inspection, are pleased with the quality of teaching. Some parents and carers would like their children to receive more homework. Inspectors agree with parents that pupils are not always being challenged enough and that pupils do not receive enough homework.
- Good teaching is more evident in lessons where adults check and intervene regularly to make sure that pupils understand what they are doing and can see the next steps they need to take to reach a higher level. These features of teaching, though, are too infrequent so that pupils are not being guided through a step-by-step sequence of learning towards their learning targets.
- Pupils who are in the early stages of learning English benefit from some bi-lingual support provided by teaching assistants. The languages spoken include Urdu, Punjabi and Russian. This is helping these pupils, particularly those new to the school, to settle, engage in lessons and make friends quickly. However, like other pupils they make inconsistent progress depending on the quality of teaching and support over time.
- Pupils enjoy reading and teachers make good use of the daily focused reading and writing sessions where pupils are grouped by ability. However, the lack of effective monitoring and evaluation of these sessions results in inconsistencies of practice so that many pupils still underachieve in writing. For example, teachers are not always checking that pupils are reading accurately enough.
- The most effective teaching seen during the inspection was characterised by clear instruction, purposeful pace and productive learning, with teachers making it very clear what was expected of pupils by the end of each lesson. In these lessons, pupils receive timely and consistent support if they do not understand or need assistance.
- Most of the money from the pupil premium is not being spent effectively enough on additional support for those pupils who find learning difficult or who need a boost in the form of small group support or one-to-one tuition. Like other pupils, most of these pupils are still well behind others in the school and the support they get is not helping them to achieve as well as they should in reading and writing.

The achievement of pupils**is inadequate**

- Pupils' achievement is not improving enough and their attainment in English and mathematics remains below average by the end of Year 2 and Year 6. The recent improvements to attainment in mathematics reflect some relative strengths in the teaching and the way the subject is being led and managed.
- The most recent national assessments show that the gaps between pupils eligible for the pupil premium and others remain too wide, particularly in reading and writing. At Key Stage 1, test results show that pupils eligible for this funding were a term behind other pupils in the school and all pupils were half a school term behind pupils nationally as well. At Key Stage 2, Year 6 pupils eligible for the pupil premium were a year behind other pupils in the school and, again, all pupils in Year 6 were well below the standards expected in reading and writing compared with pupils nationally. The gaps in mathematics are narrowing when compared with pupils nationally, although standards are still below the national average by the end of Year 2 and Year 6.
- Pupils are not achieving as well as they should across the school because of the inadequate the quality of teaching and support provided for the most disadvantaged and vulnerable pupils in particular, including those who have special educational needs.
- In addition, the most able pupils who are capable of reaching high standards are not always being given sufficiently demanding work to extend their learning in English and mathematics. Ineffective teaching over time and a lack of robust monitoring of teachers' performance and pupils' progress means that any improvements in achievement are insufficient. The only consistent rise in standards recently has been in mathematics.
- By the time children start in Year 1, the majority have not reached age-related levels in reading, writing and mathematics. During the course of their time in Year 1 through to Year 6, pupils' progress is uneven because of inconsistencies in the quality of teaching and a lack of vigilance by the school's leaders when checking or assessing pupils' progress and performance.
- Standards remain too low. Given that these are the first two reporting years for Year 6 pupils since the school grew from an infant to a primary school, pupils make inadequate progress in relation to their starting points.
- The most recent national phonic screening check results for Year 1 and Year 2 pupils improved significantly on the previous year. This reflects improvements to the teaching of spelling and letter sounds. Nonetheless, the school's approach to assessment and monitoring lacks a coordinated approach, making it difficult for leaders and staff to identify reasons for pupils' lack of progress or underachievement. This makes it difficult for the school's leaders to identify the most effective practice or remedies soon enough to reverse a trend of underachievement by groups or individuals.

The early years provision**requires improvement**

- Most three- and four-year-old children start school with skills and abilities that are below those expected for their age, particularly in language and communication. Good teaching and strong communication and support for both children and families in the Nursery are getting the youngest children off to a very good start. However, this is not being sustained in the Reception class as the teaching here requires improvement.
- Both classes provide stimulating indoor and outdoor resources that enable the children to settle quickly.
- The children in both classes are safe and behave well, although some Reception children need more support and guidance to help them cooperate and work with other children. Nursery staff have recently carried out home visits and are starting to undertake accurate early assessments of the children. In both classes, resources are accessible to the children and the outdoor area provides a well-resourced and stimulating environment for play and learning. These resources and the care offered by staff provide the children with the right environment to improve their physical and emotional development in safe and

secure settings.

- The teaching and support in the Nursery is of high quality. Adults engage with both children and their parents or carers so that early relationships with families are strong and trusting. The children are already thriving and settling in after only two days in school. Three children, for example, who were reluctant to see their parents leave, very quickly settled into an activity because the teacher and teaching assistant skilfully deployed resources and engaged the children and their parents in conversation in a highly effective way.
- Bi-lingual support provided by adults in both classes is also helping children who speak both English and another home language to settle quickly and this is also reassuring for those particular parents and carers.
- In the Reception class, the children choose from a range of activities and resources and this is helping them to settle and communicate with others and with adults. However, some Reception children wander between activities and the staff do not always gather them or suggest that they sustain an activity to improve their learning and concentration.
- The inconsistencies between the two classes reflect a lack of clear leadership on the part of the school's senior leaders and the governing body. The monitoring and support provided for staff by the school's leaders have not always been acted upon by staff in the Early Years Foundation Stage. As a result, it is not providing consistently good teaching for all children across the key stage.

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	124036
Local authority	Staffordshire
Inspection number	449188

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Kath Reedy
Headteacher	Paula Evans
Date of previous school inspection	4 November 2010
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