

Horninglow Primary: A de Ferrers Trust Academy

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

Inspection dates

9 to 10 April 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Under the headteacher's leadership, and supported by the multi-academy trust (MAT), the staff team has worked successfully to create a welcoming and happy school.
- Senior leaders have worked hard to improve teaching and outcomes. Although outcomes are not yet good, the impact of improvements across the school demonstrates that its overall effectiveness is now good.
- Staff and pupils' morale are high. The majority of parents' views are also highly positive.
- The chief executive officer (CEO) of the MAT and the governing body have a good understanding of the work of the school. They provide strong levels of support and challenge.
- The curriculum is exciting and engaging. Pupils enjoy the wide range of subjects taught. Clubs, visitors and special events add to pupils' enjoyment of school and contribute to their good attendance.
- The quality of teaching is good but there is a little variability. Some teachers do not pick up and address common errors or misconceptions as they occur.
- Sometimes, pupils are limited in how they present their work. The overuse of worksheets restricts pupils' ability to set their work out independently, especially in key stage 2.
- The teaching of phonics is effective in providing pupils with early reading skills.
- Pupils show a high level of enjoyment for reading. Leaders ensure that pupils have a wide range of reading material and that they read regularly, both at home and school.
- A very wide range of support, nurture and help is available for pupils who are disadvantaged or those with special educational needs and/or disabilities (SEND). This aids their social and emotional development.
- Pupils behave well in class and around the school. They are polite, respectful and courteous to each other.
- Pupils are well cared for, enjoy school and feel safe. Safeguarding procedures are robust.
- Outcomes for pupils require improvement. The progress pupils are making, especially disadvantaged pupils and pupils with SEND, is not yet good enough. Consequently, attainment is too low. However, pupils' progress is improving as a result of the good quality of teaching and learning. This is evident in the improved standards in reading, writing and mathematics.
- Children in the early years get off to a strong start. They make good progress because of good quality teaching and effective leadership.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes, especially for disadvantaged pupils and pupils with SEND, by ensuring that work is sufficiently challenging so that all pupils make good progress.
- Further improve teaching, learning and assessment by ensuring that:
 - pupils are given increased opportunities to present their work independently
 - teachers pick up and address common errors and misconceptions as they occur
 - the best practice in the school is shared widely.

Inspection judgements

Effectiveness of leadership and management

Good

- Trust leaders have appointed a new and effective headteacher and deputy headteacher since the school joined the MAT in May 2016. Aply supported by the assistant headteacher, senior leaders have improved the quality of teaching, the curriculum and the culture within the school. Pupils are making better progress as a result.
- Good-quality training, together with coaching and mentoring have led to more effective teaching. Visits from MAT leaders and improvement officers have helped school leaders focus their attentions on the most important priorities. Links with other schools in the MAT also provide good opportunities for subject leaders and staff to share ideas and check assessments of pupils' work.
- Leaders, governors and the MAT have a clear understanding of the school's strengths and weaknesses. Precise action plans are in place to address the legacy of historic poor teaching and pupils' performance. All staff are committed to improve the life chances of pupils. The school motto of 'aspire and achieve' underpins the ethos within the school.
- Senior and subject leaders carry out regular checks on the quality of teaching. They provide training and support for staff to help them improve their practice. They have a good understanding of data and track pupils' progress closely to identify which pupils need additional support.
- The special educational needs coordinator has a detailed and thorough understanding of the needs of individual pupils with SEND. A wide range of interventions are in place to target pupils' personal and academic needs.
- The pupil premium funding received for disadvantaged pupils is used well. This includes providing additional academic support as well as providing for pupils' social, emotional and well-being needs. Nurture sessions, the provision of school uniform and access to the breakfast club ensure that pupils are well cared for.
- The additional funding received for physical education and sports is used successfully. It makes a strong contribution to the development of pupils' sporting skills and physical development. Leaders track different physical aspects, for example flexibility, ball skills and body control. Low attaining pupils are targeted for additional help by specialist coaches. Pupils enjoy the range of clubs offered and have achieved a good deal of success in local sports competitions, including cricket and indoor canoeing.
- The curriculum is designed to interest and engage pupils. Exciting topics ensure that a wide range of subjects are taught, which enable pupils to acquire new skills and knowledge. Extra-curricular clubs and trips make a positive contribution to pupils' enjoyment of school and their personal and social development.
- Assemblies, personal social and health education lessons, together with religious education, are used effectively to promote pupils' spiritual, moral, social and cultural development. As a result, pupils have a strong sense of respect, care and trust for each other. Within their diverse school community, pupils have a good understanding of different religions, cultures and British values. This prepares them well for life in modern Britain.

- Leaders work hard to build positive relationships with parents and engage them in school life. Many parents support pupils with homework projects and hear them read. The vast majority of parents would recommend the school.
- Staff comment on the noticeable improvement in the culture of the school and on improvements made since the appointment of the headteacher and since the school joined the MAT. Morale is high. Staff work collaboratively as a team.

Governance of the school

- The MAT structure and areas of delegated responsibility are clearly communicated to all parties. Governors are positive about the revised clarity of arrangements and vision since the appointment of the new chief executive officer of the MAT.
- Governing body minutes show that governors consistently hold leaders to account. They ask probing questions that provide a good level of challenge in further developing the school.
- Governors have a good understanding of the strengths of the school. They are highly supportive of the headteacher and the work she carries out. They monitor the use of the pupil premium funding carefully and are clear that outcomes for these pupils need to be higher.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safer recruitment procedures and records are fully compliant with the government's requirements.
- All staff and governors attend safeguarding and child protection training on a regular basis. They are vigilant in detecting signs of abuse, including female genital mutilation, radicalisation and extremism and 'county lines' or drug dealing. All staff are aware of the actions needed if they have a concern about a child.
- The designated leaders for safeguarding keep detailed records of the actions taken to support vulnerable pupils. They work cooperatively with parents and a wide range of external agencies to ensure that pupils are safe and protected.
- Pupils told inspectors that they feel safe in school. Leaders focus on local community dangers and build activities into the curriculum. For example, road and water safety are issues covered due to the school's location on a main road and its proximity to a canal.

Quality of teaching, learning and assessment

Good

- Teachers use their good subject knowledge to plan engaging lessons for pupils. Staff give clear explanations and ask purposeful questions to check pupils' understanding and develop their thinking. As a result, pupils work hard in lessons, they want to succeed and they demonstrate positive attitudes to their learning.
- Overall, teachers provide good support for pupils. However, there remains some variability in the quality of teaching in a small number of classes. Occasionally, pupils go off task as they do not understand the work. Teachers also use an extensive number of

writing frames in all subjects. These often provide too much help for middle and most-able pupils, particularly in key stage 2. Work in books shows that the overuse of worksheets reduces pupils' work output and limits their ability to set their work out independently.

- The teaching of phonics is good. This starts in the early years and is built on successfully as pupils move through the school. Pupils have a secure ability to break down words and blend sounds together to work out new or difficult words. Phonics cards and reading books are sent home to help pupils to practise and consolidate their early reading skills.
- Leaders have worked hard to develop reading. Pupils regularly choose books from the bright and inviting school library. All pupils also access an online reading challenge, either at home or school, pitched at their individual reading level. Pupils who are struggling have one-to-one reading support. Engaging and challenging texts are used in whole-class reading sessions to develop reading skills. A good range of attractive reading material is available for all ages. As a result, pupils demonstrate a love of books and reading.
- The teaching of writing is good and standards across the school are improving. It is particularly strong in Year 5, where pupils produce very high-quality work because expectations are high. For example, pupils were engrossed in listening to a lively reading of 'The Highwayman' poem by the teacher. They were absolutely immersed in the moment. Pupils drafted and then edited their own versions using very high levels of language. Work in pupils' books shows a dramatic improvement in their writing this year.
- Pupils benefit from having frequent opportunities to use their writing skills in a wide range of subjects. Joined handwriting is taught from the early years and most pupils are developing a neat and cursive style. In a small number of classes, too little attention is given to pupils' accuracy in spelling and punctuation. Teachers celebrate pupils' efforts but do not use the opportunities presented to teach pupils how to correct their mistakes.
- The school follows a published scheme for mathematics. In addition to this, teachers provide regular opportunities for pupils to practise their calculation skills daily. They also challenge pupils to apply their knowledge and skills to investigate and solve problems. Increasingly, pupils are asked to explain their thinking and give reasons for their answers. Occasionally, pupils' misconceptions are not picked up or addressed. This leads to gaps in pupils' learning.
- Teaching assistants are used effectively. They provide valuable support in lessons and work with small groups or individuals to help them keep up with their peers. Those who support pupils with SEND make an important difference in enabling these pupils to access the curriculum and make progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils have positive attitudes to school. They are keen to talk about their learning. Pupils are very polite and welcoming to visitors and make new pupils quickly feel part of the school community. They enthusiastically celebrate each other's success, for example cheering the winners of the most number of words read since September.
- Older pupils readily take on additional responsibilities, including school council members and buddies with younger pupils. This adds to their sense of well-developed maturity.
- Pupils are well looked after. High levels of nurture and support are provided, including through formal intervention programmes. Excellent relationships between staff and pupils mean that pupils feel confident and relaxed in school.
- Pupils have a clear understanding of what constitutes good health as this is taught well in science lessons. The strong PE curriculum also ensures that pupils exercise regularly and know the benefits of a healthy lifestyle.
- The breakfast club provides a good start to the school day for those who attend. It is well organised and resourced. Pupils are fully supervised. A healthy breakfast is provided and there is a focus on physical health through a range of activities, such as dance and outdoor sport.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in and around school. They are attentive in lessons and have positive attitudes to their learning.
- Pupils know and adhere to the school's behaviour policy. They understand the system of rewards and sanctions in place. Adults manage pupils' behaviour well, using effective strategies to quickly gain pupils' attention. Pupils listen to adults and follow instructions precisely.
- Leaders monitor behaviour carefully. Misdemeanours are logged and recorded systematically. Incidents are reported regularly to governors and the MAT. Records show that following a spike in fixed-term exclusions last year, these have reduced dramatically this year.
- Pupils have a good understanding of different types of bullying. Elected anti-bullying ambassadors are on hand in the playground to ensure that pupils feel safe. These ambassadors have received training in recognising and reporting bullying issues. School records and discussions with pupils show that bullying and racist incidents are rare. If they do occur, pupils say staff sort them out quickly.
- Pupils play happily together and look after each other well. They are highly respectful and tolerant of others' beliefs and backgrounds. Pupils, parents and staff confirm that the school ensures that pupils are well behaved.
- Attendance is in line with the national average, including for disadvantaged pupils and those with SEND. Rigorous procedures are in place to follow up any absenteeism.

Outcomes for pupils

Requires improvement

- Prior to joining the de Ferrers Trust, the school was in special measures. Standards were very low due to weak teaching. This has taken time to address but inspection evidence confirms that outcomes are improving. However, further work is needed to ensure that all groups of pupils make good progress and reach at least the expected standards for their age.
- In 2017 and 2018, attainment in reading, writing and mathematics at the end of key stages 1 and 2 was below where it should be. Although current pupils are not where they need to be, the signs of improving outcomes are clear. Changes introduced are helping pupils to make better progress. This is leading to rising attainment.
- For the last two years, progress at the end of key stage 2 has been broadly in line with the national average in all subjects. However, some groups achieved significantly less well than others, for example boys did less well than girls in English. Progress in reading was also lower than writing and mathematics for disadvantaged pupils. Therefore, these groups did not achieve as well as they should.
- As a result of improving teaching and increasingly effective interventions, current pupils in most year groups are making better progress and an increased proportion are reaching the expected standards. Work in pupils' books confirms this. However, too few disadvantaged pupils are making good progress in key stage 1 in reading, writing and mathematics. Additionally, from low starting points, pupils with SEND are not making the same progress as their peers in most year groups.
- Good-quality teaching in phonics is leading to better outcomes for pupils in the Year 1 phonics screening check. There is a rising trend. In 2018, the proportion of pupils reaching the expected standard was close to the national average. Pupils' knowledge of phonics is strong. Regular reading opportunities, together with well-matched, suitable reading books, are having a positive impact on pupils' early reading skills.

Early years provision

Good

- Most children join the early years with skills and knowledge that are below those typical for their age. They make good progress in both the Nursery and Reception classes because of good teaching and well planned activities. In 2018, the number of children reaching a good level of development was above the national average.
- Children settle quickly when they start school. They learn routines and become increasingly independent, for example carefully hanging up their water aprons after use. Adults provide high levels of care and attention, ensuring that individual needs are fully met. Warm and trusting relationships exist between staff and children.
- Adults model language well. They ask children pertinent questions to check their understanding and help extend their speaking and listening skills. Teachers plan a wide range of engaging activities, both indoor and outdoor.
- Careful consideration is given to ensure that reading, writing and number activities are available at all times for children to practise their early skills. Occasionally, adults do not

detect that some children reverse their numbers when writing them. Consequently, these are not corrected.

- Staff promote children's phonics well through daily teaching sessions. Children enjoy these sessions and emulate their teachers during independent activities. They use flash cards to check if their classmates can say the sounds or read the key words. Children regularly take home phonics prompts and phonically decodable reading books to practise the sounds learned.
- Children behave well in the early years. Children take turns and share equipment sensibly. They interact happily with each other. Good manners are promoted and children are taught to respect and care for each other.
- The early years environment is safe, stimulating and welcoming. A calm and orderly atmosphere exists in both Nursery and Reception classes. The early years leader has overhauled these classrooms since taking on this role. The decluttering of furniture, revised layout and replenishing of resources have improved provision.
- The early years leader is effective and knowledgeable in her role. She has created a strong team and provided training to ensure that staff respond well to children's needs. Regular assessments are collected to support children's development. Staff are clear about how to assess and monitor children's progress. The leader has an accurate overview of strengths and areas to focus on.
- Parents are very positive about their children's experience and the additional support provided by staff for children who have additional needs. Parents are encouraged to support their child's learning from the outset through workshops, in-school activities and parents' meetings.
- Arrangements for safeguarding are effective, with all adults having a good understanding of the specific requirements for the safety of young children.

School details

Unique reference number	142769
Local authority	Staffordshire
Inspection number	10088453

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Board of trustees
Chair	Colin Render
Headteacher	Becci Breedon
Telephone number	01283 247 618
Website	www.horninglow.staffs.sch.uk
Email address	office@horninglow@deferrers.com
Date of previous inspection	Not previously inspected

Information about this school

- Horninglow Primary is an average-sized primary school.
- The school joined the de Ferrers Trust in May 2016. It is one of seven academies within the Trust, four of which are primary. The headteacher was appointed in September 2016.
- The board of trustees has overall legal responsibility for each school. They are also responsible for the quality of education provided by the school, its governance and its finance. The board delegate some areas of responsibility to the local governing body, for example buildings management, curriculum, and monitoring of the pupil and sports premium.
- Just over half of pupils are White British. Other pupils are from a range of different ethnic groups.
- The proportion of pupils who speak English as an additional language is above the

national average.

- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is average. The proportion of pupils supported with an education, health and care plan is below average.
- The school provides full-time and part-time places for children in the Nursery class.
- The school runs a breakfast club before school.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Almost all observations were carried out with the headteacher or deputy headteacher.
- Meetings were held with the headteacher and members of staff with leadership responsibilities. Discussions were held with members of the governing body and the chief executive officer of the de Ferrers Trust Academy.
- Inspectors took account of the 17 responses to Parent View and their free-text responses. Comments made by parents as they brought their children to school were also considered together with the school's own survey responses from parents.
- Staff views were evaluated through the school's own survey. There were no responses to Ofsted's staff questionnaire.
- Pupils' views were collected by talking to pupils during the school day and informally at breaktimes and lunchtimes.
- Inspectors listened to a selection of pupils read, talked to them about their learning and reviewed the work in their books with senior leaders.
- A number of documents were reviewed, including: the school's own self-evaluation; the school development plan; data on pupils' attainment and progress; minutes of governors' meetings; and records relating to behaviour, attendance and safeguarding.

Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

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