

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



14 February 2020

Ms Rebecca Marshall
Head of School
Horton Grange Primary School
Spencer Road
Great Horton
Bradford
West Yorkshire
BD7 2EU

Dear Ms Marshall

No formal designation inspection of Horton Grange Primary School

Following my visit with Ofsted Inspectors Julia Foulger, Mary Lanovy-Taylor and Peter Marsh to your school on 4 and 5 February 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about aspects of the quality of education.

During the monitoring inspection, we scrutinised the single central record of checks on adults working at the school and other documents relating to safeguarding and child protection arrangements. We met with you, the executive headteacher, deputy headteachers, assistant headteachers, the early years leader, the special educational needs and/or disabilities coordinator, some subject leaders and teachers. I met with the chief executive officer of the trust and the chair of the local advisory board. We checked the school's records on attendance and behaviour. I analysed the school's self-evaluation document and plans for improvement. We talked informally with pupils in lessons and at breaktimes. We also talked to a number of parents and carers at the start of the school day.

The inspection focused particularly on reading, mathematics, art, physical education and history. We looked at curriculum plans, visited lessons, asked pupils about their learning and looked at pupils' work. I also listened to pupils read and observed staff listening to pupils read.

Evidence

This is an inclusive school. Leaders are extremely ambitious for all pupils. You believe that all pupils can succeed and do everything to make sure they do. Most children start at the school with skills and knowledge below those typical for their age. They make strong progress as they move through the school. By the end of key stage 2, most reach or exceed national expectations.

All policies and procedures have been carefully thought out. Every member of the school community knows and follows them. You have put detailed, well-sequenced plans in place for all subjects. It is very clear in these plans how leaders intend pupils to build knowledge and skills, year on year. There are meaningful links within and between subjects. This is helping pupils to know and remember more. Pupils can remember what they learned last week, last term and in previous years. They can then use their knowledge and skills in further learning. The curriculum is enriched with a wide range of carefully chosen experiences which bring learning to life.

You work in partnership with the school next door to provide provision for two-year-olds. This early start for some children is helping them to flourish. Early years staff build very strong relationships with children and parents. As a result, children settle in quickly. They respond well to the routines and boundaries set by staff. The resources in the classrooms, shared areas and outdoors have been carefully chosen and organised. Staff teach children how to select, use and return them independently. Staff model social skills such as sharing and taking turns. This is helping children to get along well together and make friends with each other. Children thoroughly enjoy their learning. Staff use every activity as a learning opportunity. For example, they write letters on bananas to encourage children to practise their phonics during snack time.

Reading has a very high priority throughout the school. Leaders have invested in high-quality books and other resources. Staff, pupils and many parents use them well. Pupils say reading is part of every lesson. They see it as an important skill they need to be able to learn in all subjects. They say they like reading. Teachers regularly read carefully chosen texts to pupils. The weekly visit to the school library to choose books to take home is something pupils look forward to. Work to develop pupils' vocabulary and language comprehension is evident in every subject and every part of the school day.

The phonics programme is well sequenced. Leaders have made sure that all teachers and teaching assistants are very skilled. They regularly monitor teaching and offer support and advice. Staff welcome this. Pupils enjoy the routine of their daily lessons. Activities keep pupils engaged and fully involved in their learning. Going over previously taught knowledge is part of every lesson. Pupils have a wealth of opportunities to apply their developing phonic knowledge in reading and writing. The books they use to practise their reading are closely matched to their

phonic knowledge. As a result, most pupils quickly gain the skill they need to become fluent readers. The progress of all pupils is carefully checked. Pupils who struggle with their reading get effective support to help them to keep up with their peers.

Pupils work enthusiastically in mathematics. They speak confidently about how their teachers help them to learn more and know more. They are able to use their knowledge and skills to reason and solve problems. Teachers and teaching assistants model the correct use of mathematical language extremely well. This is helping pupils to confidently discuss their learning.

Pupils are able to develop skills in different areas of physical education, such as dance, gymnastics and games, as they progress through the year groups. For example, inspectors were able to see how pupils learn to send and receive balls with increasing accuracy and control. Pupils were able to use their sketch books to explain how they get better with their art and design work. They could show how they build their knowledge of different artists, media and techniques. History skills are built up systematically. Pupils learn how to make links between different periods. For example, pupils in Year 5 were able to compare the effect of the Romans and Greeks on the modern world.

Pupils are very proud of their school. They say Horton Grange is all about teamwork and friendship. During the inspection, inspectors asked some pupils what would improve their school. Most said they could not think of anything to make it better. The only two suggestions were to have an even bigger library and bigger classrooms. Pupils enjoy taking on responsibilities. These include anti-bullying ambassadors, school council representatives and acting as buddies for new pupils to the school.

Pupils have exceptionally positive attitudes to learning. They want to learn and try hard. They take pride in their work. They are not put off when they find things difficult. Staff have high expectations of behaviour and pupils respond exceptionally well. Behaviour is exemplary. Pupils are friendly and polite. They show respect for adults and each other. Pupils say they have no concerns about bullying. Trusted adults are on hand to listen to any worries and to help them. Pupils say they do not take their concerns back into the classroom, because that is a place for learning.

Leaders constantly remind pupils and their parents that every school day counts. You are well aware of the potential effect poor attendance can have on learning. You leave no stone unturned in your constant push to improve attendance.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Staff are well trained. As a result, they know what to look out for and are vigilant. They report all worries, no matter how small. Leaders follow up all concerns thoroughly. They make sure that vulnerable pupils and their families get the support they need. The parents who made their views known during the inspection say their children are safe and well cared for in school. Pupils say they feel safe in school. They learn how to recognise and deal with risks in age-appropriate ways.

There is no change to the Ofsted grading as a result of this inspection. The school remains outstanding.

Context

The school joined the Exceed Academies Trust in December 2016. Since this time, significant improvements have been made to the school building and grounds. One of the deputy headteachers was promoted to head of school in September 2019. The executive headteacher took up post in January 2020. The school is much larger than the average-sized primary school. It serves an area of high deprivation. The proportion of disadvantaged pupils is higher than the national average. The proportion of pupils with English as an additional language is more than four times the national average. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average.

External support

The school works very effectively with other schools in the trust. Leaders share expertise. They are constantly searching to improve their practice. The school works in partnership with Exceed school-centred initial teacher training to provide placements for student teachers.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Bradford. This letter will be published on the Ofsted website.

Yours sincerely

Chris Cook
Her Majesty's Inspector