

Inspection of Horton Park Primary School

Dawnay Road, Bradford, West Yorkshire BD5 9LQ

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Horton Park Primary School is a happy community. Staff see no limits to what pupils can achieve. They encourage pupils to follow the five ways to be brilliant. These encourage pupils to be respectful and ambitious in their learning. Pupils with special educational needs and/or disabilities (SEND) are nurtured, encouraged and developed well. Pupils with SEND learn well in the main school and in the school's specialist key stage 1 provision.

The curriculum is organised carefully so that pupils learn effectively. Pupils are enthusiastic about their learning. Occasionally, the knowledge pupils need to learn is not broken down in sufficient detail. Teachers are not clear enough about what pupils need to learn and recall.

Pupils behave well at Horton Park Primary School. Most lessons are calm and focused. However, sometimes pupils do not fully engage in learning. Staff do not consistently act quickly to get pupils back on track. Bullying is extremely rare. Pupils feel comfortable to report poor behaviour when it happens. Staff take swift and effective action to resolve problems.

Leaders nurture pupils' personal development with an exceptional range of educational experiences. This includes trips and visits, including to London. Careers education is a strong aspect of the school's curriculum. Leaders invite local people into school to talk to pupils about their occupations. This is used as an opportunity to challenge stereotypes about the world of work. For example, a female surveyor recently spoke to pupils about her job.

What does the school do well and what does it need to do better?

Staff have put together a well-planned curriculum. It is carefully sequenced so that pupils revisit important knowledge. Pupils remember their learning well. In most subjects, staff have identified precisely what they want pupils to learn. However, this is not the case in every subject. Occasionally, teachers are not sure exactly what pupils need to know and remember. Sometimes, opportunities to deepen pupils' understanding are missed.

The school has an additionally resourced provision for pupils with SEND. Staff provide a safe and nurturing environment for the pupils in their care. There is a strong focus on communication. Pupils join their peers in the mainstream school for some lessons. Horton Park Primary School is an inclusive school in which pupils learn well.

Leaders make sure that pupils' time in Reception prepares them well for Year 1. The early years curriculum is thoughtfully planned. Children learn the vocabulary and core knowledge they need to move on. Staff take every opportunity to talk to children to develop children's language skills. There is a wide variety of activities for

children to experience indoors and outdoors. For example, balance bikes develop children's coordination and strength while they work in the outdoor learning environment.

Staff are dedicated to teaching every pupil to read fluently. They encourage pupils to read for pleasure. Leaders provide lots of interesting books for pupils to choose from. Pupils mostly engage well with their reading lessons. Teachers gather accurate assessment information about pupils' performance. However, this information is not used to match tasks to what pupils already know. This means a significant number of pupils do not succeed in their learning. Staff run daily catch-up sessions, but these do not stop pupils from falling behind.

Behaviour in lessons is generally calm and purposeful. Pupils engage well and enjoy learning. However, in some lessons pupils' attention drifts. Teachers do not consistently address this quickly and effectively. At social times, pupils play together well. There is hardly ever any bullying. On the rare occasions bullying does happen, staff are extremely quick to resolve issues.

Governors and leaders are deeply committed to supporting families in their community. They help families in need to access support, such as financial or medical assistance, from other agencies. Leaders provide staff with opportunities to receive further training, particularly around curriculum. Staff are continually developing their knowledge and skills. Morale is very high.

There is an exemplary personal, social and health education curriculum in place. Pupils learn how to stay safe and be healthy. They speak extremely knowledgeably about healthy foods and the importance of sleep. There is an outdoor learning area known as the forest school on site. This provides a calm but purposeful space for outdoor learning. Pupils learn how to assess risks maturely during such activities as campfire cooking. Staff teach pupils about the importance of their mental health and well-being. Pupils share any worries they have. Pupils learn about respecting people from lots of different backgrounds. They have a strong sense of fairness. Pupils are extremely well prepared for life at secondary school.

Extra-curricular clubs, including knitting and martial arts, provide opportunities for pupils to learn new knowledge and skills. These activities are deliberately planned to reinforce what pupils learn in lessons, wherever possible. Where pupils have particular talents and interests, staff seek out opportunities to develop these further. They are determined that every pupil will discover their own interests and talents. Pupils have pride in their local community. They also learn about the world beyond Bradford. Staff take every opportunity to build pupils' confidence and curiosity.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand the local community well. They know families sometimes struggle to cope. They do all that they can to help families access support and

advice. This work is highly effective in keeping pupils safe. When staff have concerns about a pupil's welfare, leaders follow this up quickly. When necessary, leaders involve other agencies to make sure pupils are kept safe. Leaders provide mentoring for pupils who need support through difficult times. They are deeply committed to pupils' well-being.

Leaders carry out the appropriate checks on new staff to make sure pupils are kept safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders do not break down the knowledge they intend pupils to learn in sufficient detail. Teachers lack clarity about what pupils need to know to move on. Leaders should ensure that knowledge is carefully broken down in all subjects.
- In phonics lessons, teachers sometimes move pupils on too quickly. Pupils develop misconceptions because tasks are too difficult. Leaders should ensure that phonics teaching consistently matches the needs of the pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143095
Local authority	Bradford
Inspection number	10227447
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	Board of trustees
Chair of trust	Trevor Evans
Headteacher	Saima Bahadur
Website	www.hortonparkprimary.co.uk
Date of previous inspection	9 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a resourced provision for pupils with SEND. The base currently caters for eight pupils with a broad range of needs. This provision is located within Canterbury Nursery, Basil Street, Bradford BD5 9HL.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.
- Members of the inspection team met with those with responsibility for pupils' personal development.
- Inspectors met with two trustees and two governors, including the chair of the local governing body. Inspectors also met with the chief executive officer.

- Inspectors took into account 47 responses to Ofsted’s staff survey and 16 responses from parents and carers to Ofsted Parent View. This included 16 free-text responses from parents.
- Inspectors met with several groups of pupils to discuss their views about the school. Inspectors also took into account 58 responses to Ofsted’s pupil survey.
- An inspector visited the school’s resourced provision for pupils with SEND.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks. They spoke to governors, the designated safeguarding leader, the behaviour lead, and looked at how incidents are logged and followed up. Inspectors explored a range of case studies in detail. Inspectors also spoke to a range of teaching and non-teaching staff to check their understanding of safeguarding training.

Inspection team

Zoe Helman	Her Majesty’s Inspector
Marian Thomas	Ofsted Inspector
Jo Robinson	Ofsted Inspector

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