

Inspection of Horbury Primary Academy

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

Inspection dates: 13 and 14 December 2022

Overall effectiveness **Good**

| | |
|---------------------------|--------------------|
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |

What is it like to attend this school?

Leaders have placed the school's PRIDE values of perseverance, risk-taking, independence, determination and enthusiasm at the centre of school life. These values are reflected in pupils' positive approaches to learning. Pride in their work is evident in books and through displays in corridors. These values help pupils to challenge themselves and prepare them for the next stages of their education.

Pupils benefit from a curriculum that raises their aspirations. The curriculum is ambitious and challenging. It has been created with a clear purpose that children will remember more and understand more.

Leaders' high expectations for pupils have led to exemplary attitudes to learning, behaviour and their achievements. Behaviour is outstanding. Assemblies and rewards celebrate success and aim to teach lifelong lessons. Pupils are happy and safe in the school.

Pupils are well mannered and considerate towards each other. Bullying rarely happens. Pupils are confident that staff will help them to solve any worries they may have. They have trusted adults who they can talk to if they have any concerns.

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

The school has benefited from becoming part of the Accord Multi Academy Trust. They have used expertise from their own and other schools to develop leaders and the curriculum. Subject leaders have a strong knowledge of the subjects they lead. The headteacher is determined that the school vision, for pupils to gain the best possible start in life, is shared by all staff. Staff are enthusiastic and deliver a curriculum that excites pupils. English and mathematics are coherently planned from early years through to Year 6. However, in other subjects, the curriculum does not have secure connections from early years to key stage 1. This means that some of the work in early years is not built on in Year 1. Subject leaders understand how the curriculum in early years works but have not made it part of whole-school planning.

Reading is prioritised by leaders. In the early years, children benefit from a well-planned reading curriculum. Reading routines established in Nursery are built on in the early years and throughout key stage 1. Teachers plan phonics lessons using the school's early reading programme. All staff have received training to ensure that the programme is used consistently.

In mathematics, leaders have a secure understanding of the curriculum. They understand how pupils learn and know the importance of having a coherent and sequential approach to building mathematical knowledge. This is evident in early years, where early number skills are developed using exploration and play to develop a curiosity for learning. This gives children a secure basis to build on when exploring larger numbers in key stage 1.

Leaders work with staff to support pupils who are disadvantaged or have special educational needs and/or disabilities. Interventions are planned the same day to ensure that they understand the concept before the lesson the next day.

Leaders use the personal, social and health education curriculum to develop pupils' understanding of diversity, respect and relationships. The work leaders have done to develop pupils' understanding of behaviour has had a positive effect on pupils' treatment of each other and their attitudes to learning. Pupils are able to learn in calm, purposeful classrooms where hard work is celebrated.

Governors and members of the multi-academy trust leadership team know the school well. They hold leaders to account and are very much part of the school. Leaders are passionate about preparing pupils for life beyond Horbury Primary Academy. Staff are positive and enthusiastic about the support they receive. They say leaders are considerate of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

The academy trust safeguarding leaders provide high-quality training for school staff. Staff receive regular guidance from school leaders to help them identify vulnerable pupils. Leaders ensure that staff recognise the importance of safeguarding pupils. They have put effective systems in place to help staff report concerns. Any concerns are shared swiftly. Leaders follow up on concerns without delay. Confident, knowledgeable staff complete appropriate checks on those adults working or volunteering in school. Pupils say they feel safe in school and have trusted adults who they can talk to. The members of the pastoral team are relentless in their drive to ensure that all children attend school on a regular basis.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all subject plans include the early years. As a result, the curriculum in some subjects lacks knowledge progression. Leaders should review plans to ensure that where applicable, relevant connections in the curriculum are made to support children's transition from early years to Year 1.

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.

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 | 143811 |
| Local authority | Wakefield |
| Inspection number | 10241058 |
| Type of school | Primary |
| School category | Academy convertor |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 450 |
| Appropriate authority | The Board of trustees |
| Chair of trust | Mr JD Leam |
| Headteacher | Miss J Tomlinson |
| Website | www.horburyprimary.accordmat.org |
| Dates of previous inspection | 2 and 3 October 2019, under section 8 of the Education Act 2005 |

Information about this school

- The school does not use any alternative provision.
- The school joined the Accord Multi Academy Trust in 2016.

Information about this inspection

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

- Inspectors held meetings with the headteacher and members of the school's leadership team, including the special educational needs coordinator.
- Inspectors carried out deep dives in reading, mathematics, history and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of work. Curriculum leaders were involved in all activities alongside inspectors.
- Inspectors met with the chief executive officer and representatives of the multi-academy trust.

- Inspectors held a meeting with members of the local governing body.
- Inspectors scrutinised documents related to safeguarding and spoke to the school's designated safeguarding leaders.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, the responses to Ofsted's online questionnaire for staff and considered the responses to Ofsted's online questionnaire for pupils.

Inspection team

Debra Murphy, lead inspector

Ofsted Inspector

Zoe Lightfoot

His Majesty's Inspector

Marian Thomas

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022