

Inspection of Horsenden Primary School

Horsenden Lane North, Greenford, Middlesex UB6 0PB

Inspection dates: 7 and 8 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Horsenden is a vibrant and friendly place. Pupils enjoy coming to school and mix well together. They are safe and happy here.

The school has high expectations for pupils. All pupils follow the school's ambitious curriculum, including those with special educational needs and/or disabilities (SEND). Pupils appreciate the regular opportunities the school provides to discuss and debate their ideas. For example, they enjoy considering different beliefs and perspectives.

Pupils behave well in lessons and around school. They demonstrate positive attitudes to their learning. Children in early years follow routines sensibly and settle well. The school ensures that pupils who may struggle to manage their behaviour receive effective support. Pupils are considerate of each other and understand the importance of kindness and respect. Bullying is rare and staff take swift action if it occurs.

Pupils have a wide range of opportunities for their wider development. They relish taking up responsibilities such as anti-bullying ambassadors, eco ambassadors and play leaders. They look forward to taking part in activities such as a science debating club at a local secondary school.

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

The school has designed a curriculum that is broad and stimulating, including for pupils with SEND. A few aspects of this curriculum have been recently introduced to provide more effective coverage of all national curriculum subjects. The school has ensured that the knowledge pupils should learn is logically sequenced, starting in early years. Pupils revisit what they have learned regularly. This helps them remember knowledge as they progress through the school. For example, in mathematics, pupils develop confidence in reasoning and problem-solving through regular practice of activities which build on prior learning.

Teachers present information clearly and helpfully. They have secure subject knowledge and explain ideas clearly. They plan activities that introduce new learning in manageable steps, which helps all pupils to access the curriculum successfully. Pupils have plenty of opportunities to develop their understanding of new ideas and concepts.

In a small number of subjects, the curriculum is at an earlier stage of development. Not all staff have completed training in these areas to ensure that the intended coverage is implemented consistently. Where this is the case, some pupils do not secure the knowledge they need to tackle future learning as effectively.

The school has ensured that reading is a priority right from the start in early years. All staff have received comprehensive training in the teaching of phonics. Pupils,

including those with SEND, have regular opportunities to practise their reading with books matched to sounds that they are learning. This enables them to develop the phonics knowledge and skills they need to read fluently. Pupils who struggle with reading are given effective support to catch up. The school promotes a love of reading. Pupils have regular access to the school's well-stocked libraries and enjoy choosing books.

The school identifies the needs of pupils with SEND precisely. Staff receive helpful training in how to support all pupils to access the curriculum effectively. They use information about pupils' needs to make helpful adaptations. As a result, pupils with SEND access the same curriculum as their peers, with help when they need it.

The school has set high expectations for behaviour. Staff have received effective training in the revised behaviour policy. They apply this with consistency, starting from early years. Staff take prompt and effective action when behaviour falls below the school's expectations. Pupils value the school's recognition of their positive contributions to school life. Relationships at the school are warm and respectful.

Pupils behave with courtesy towards others. They are proud of their achievements. They appreciate how the school teaches them about good physical and mental health. They enjoy opportunities to learn about different faiths and cultures. Pupils understand different types of bullying. Older pupils take an active role in promoting the importance of being kind to one another. Pupils are well-supported if they have a concern. They learn about how to keep safe, including when online.

Pupils attend well. The school regularly revisits the importance of attendance and works effectively with external agencies where a concern is identified. Staff are swift in taking action to support pupils' well-being.

The school has a clear view of current strengths and areas for development. Priorities for improvement are well focused. The school gives careful thought to ensuring that staff receive high-quality opportunities for professional development. Governors share leaders' high ambitions for the school and its pupils. They are well informed and maintain effective strategic oversight of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's ambitious curriculum is not firmly embedded. In a few subjects, this is at an earlier stage of development. In these subjects, pupils do not secure the same depth of knowledge and understanding. The school should continue to implement their plans to embed the curriculum fully, providing the required training to staff and checking the impact of actions taken.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101901
Local authority	Ealing
Inspection number	10293226
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	640
Appropriate authority	The governing body
Chair of governing body	Lynne Plummer
Headteacher	Emma Appelby
Website	www.horsenden.ealing.sch.uk
Dates of previous inspection	25 and 26 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with members of the governing body and representatives from the local authority.
- Inspectors carried out deep dives in in early reading, mathematics, science, history, and design technology. They met with subject leaders to discuss the

curriculum, visited lessons, spoke with teachers and pupils. Inspectors looked at samples of pupils' work.

- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and carers, and staff through both discussion and responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector	His Majesty's Inspector
Meena Walia	Ofsted Inspector
Rutinderjit Mahil-Pooni	Ofsted Inspector
Harvey Webb	Ofsted Inspector

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