

Inspection of a good school: Horizon Primary Academy

Hilda May Avenue, Swanley, Kent BR8 7BT

Inspection dates:

23 and 24 April 2024

The headteacher of this school is David Moss. This school is part of The Kemnal Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Karen Roberts, and overseen by a board of trustees, chaired by Gaenor Bagley.

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils achieve exceptionally well. By the end of key stage 2, many pupils achieve the highest standards in reading, writing and mathematics. Pupils thrive due to excellent relationships and a shared commitment by staff to ensure that all lessons have a strong impact on pupils' learning. Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), are very well prepared for their next stage of education. The school's approach to promoting pupils' good attendance is exemplary. Leaders use innovative approaches that build a determined culture of prioritising attendance at the school.

Pupils feel safe and are happy. Staff have high expectations for pupils' behaviour. They manage this skilfully, with a focus on rewards that helps pupils to be successful. Bullying is taken seriously. The school acts quickly to ensure that any issues are resolved. Pupils are passionate about their learning and support each other wonderfully. They contribute positively to each other's well-being. Pupils love the responsibilities they have, for example as school councillors, language leaders and members of the 'safety squad' who help with issues such as promoting online safety. Pupils build a sense of belonging through whole-school initiatives, such as performing songs in Makaton or running lunchtime sports clubs that all pupils can attend.

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

The school is highly ambitious for all pupils. The curriculum equips pupils with the essential knowledge and skills that they need. For example, the teaching of phonics and early reading helps to unlock education for children from the start of Reception effectively. Mathematics teaching helps pupils to solve increasingly challenging problems in fluent and efficient ways. In foundation subjects, the school precisely identifies core knowledge to help staff construct clear, connected sequences of lessons. Pupils start strongly in Reception and build their knowledge cumulatively over time. In subjects such as art and design, pupils study artists and learn about drawing techniques, including the use of line, tone and patterns, in increasingly sophisticated ways. Pupils' work in books is consistently of a high quality. Pupils use subject-specific vocabulary confidently. Staff constantly check how well pupils have learned the curriculum and help any pupils who have gaps in their learning to catch up quickly.

The school places reading at the heart of the curriculum. One pupil summarised what was often repeated by others, 'Reading is the most important thing here.' Pupils develop a love of reading through engaging texts and a focus on books that goes across the whole school community. Staff use library visits imaginatively and successfully. The school celebrates 'reader of the week' through assemblies, and pupils find the school's book vending machine rewards highly motivating. In phonics, pupils read books that are matched to the sounds that they have learned. Staff support any pupils who are at risk of falling behind. Pupils learn to read quickly and fluently. Reading books reflect the wide range of diverse cultural backgrounds at the school. This diversity is respected and valued and enables the school to deliberately celebrate each child's unique reasons to come to school.

Staff have secure subject knowledge across the curriculum. The school and the academy trust help staff to develop and refine their teaching approaches expertly. Staff receive regular updates to their professional development, for example training in phonics and how to support pupils with SEND effectively. The school ensures that pupils with SEND have their needs identified quickly so that they receive appropriate support. Where necessary, the school works closely with external agencies, such as speech and language specialists and education psychologists.

The school develops pupils' talents and interests in an exemplary way. Pupils with SEND and pupils from disadvantaged backgrounds consistently benefit from opportunities, including learning musical instruments, gardening and taking part in sports events. Lunchtime clubs, such as art, ukelele, guitar and basketball, give pupils the chance to build their confidence further and learn new skills. Leaders state, 'No child misses out on a club that they want to take part in.' This is widely appreciated by parents and pupils. The school has a rich programme of educational visits that helps to make learning memorable. For example, Reception pupils enjoy visiting a farm when learning about life cycles, and older pupils visit The London Eye linked to their English work.

The school is led and managed courageously and through a shared commitment to excellence. Governors know and understand the school's priorities. They focus routinely on the workload and well-being of all staff. The staff are extremely proud to work at the

school. Parents are highly supportive. One parent captured the thoughts of many when they said, 'Horizon invests so much energy into teaching to our children, I could not ask for more.'

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2018.

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 special educational needs and/or disabilities (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	137136
Local authority	Kent
Inspection number	10321944
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Gaenor Bagley
CEO of the trust	Dr Karen Roberts
Headteacher	David Moss
Website	www.horizon-tkat.org
Date of previous inspection	5 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Kemnal Academies Trust multi-academy trust.
- The school runs its own breakfast and after-school provision.
- The school uses one unregistered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the staff and the members of the governing body, including the chair of governors. The inspector also met with a representative from the academy trust and with other leaders in the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where possible, looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single 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.
- The inspector considered the views of parents shared through Ofsted Parent View. He gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

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