



Horton Park Primary School

Inspection Report

Unique Reference Number 107292
LEA Bradford
Inspection number 277740
Inspection dates 23 January 2006 to 24 January 2006
Reporting inspector Mr Terry McDermott CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Dawnay Road
School category	Community		Bradford
Age range of pupils	5 to 11		West Yorkshire BD5 9LQ
Gender of pupils	Mixed	Telephone number	01274 574544
Number on roll	206	Fax number	01274 413651
Appropriate authority	The governing body	Chair of governors	Mr N Delaney
Date of previous inspection	22 September 2003	Headteacher	Mrs S Dawson

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This average sized school serves an area of very high social deprivation in Bradford and the number of pupils eligible for free school meals is extremely high. Pupils' attainment on entering school is well below average and very high numbers of pupils have learning difficulties and/or disabilities. The number of pupils who do not have English as their first language is significantly above average. Attendance is broadly average. More than the usual numbers of pupils transfer in and out of the school during the year. The school holds the Investor in People award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It modestly judges itself satisfactory because recent experiences have taught it to be cautious. It gives good value for money.

The resilient and quietly assertive headteacher has now built an effective team that knows the school well and, importantly, knows what to do to raise attainment and improve achievement.

Pupils enter the school well below the expected level in the six areas of learning. They achieve well and make good progress in the Foundation Stage, and sustain this progress throughout the school. Pupils leave the school broadly average in the core subjects.

The school encourages the personal development and well-being of its pupils well and cares for them conscientiously. The very large majority of pupils enjoy being in school and learning. They are polite, friendly, co-operative and well behaved. The school prepares them well for the next stage of their education.

Teaching and learning are consistently good. Informed planning ensures that the work teachers set meets the needs of the diverse range of pupils in their classes. Progress is monitored closely in Years 3 to 6 but less well in Years 1 and 2. The information derived is used to set individual targets for learning.

The curriculum is good. It meets the requirements of the National Curriculum, and offers a good range of opportunities for enriching and extending learning.

Issues identified for improvement at the last inspection have been addressed well. The school has clear capacity to move on further.

What the school should do to improve further

Raise standards by:

- continuing to work to improve attendance, so that more pupils are able to make good progress
- extending the assessment of pupils' performance into Years 1 and 2 to set challenging targets for individual pupils and help improve teaching.

Achievement and standards

Grade: 2

Inspection shows that standards are broadly average in the core subject. Achievement is good. The school agrees with this judgement. Pupils enter the school with attainment which is clearly well below that usually found at this stage. This is in part because a very high proportion of pupils has learning difficulties and/or disabilities, caused mainly by an impoverished social background. In addition, a significant number of pupils start school at an early stage of acquiring English. Pupils get off to a good start in the Foundation Stage where well organised provision leads to particularly good progress in building social skills. The strong support given to children with little English

helps them get a very good start. Throughout succeeding years pupils make consistent positive progress and by 2005, Year 6 pupils' performance in national tests had risen to broadly average. Pupils of all abilities make good progress. There is no significant underachievement by any group of pupils. This reflects the school's conscientious and caring concern that all pupils within its very diverse group thrive. Pupils for whom English is an additional language make similar progress, with the good support of teachers and classroom assistants.

The school is setting increasingly clear and challenging targets based on the robust analysis of pupil performance information. Older pupils know what level they are at, and they are pursuing personal progress with growing understanding and effort.

Personal development and well-being

Grade: 2

The school is modest in evaluating personal development and well-being as satisfactory. It is good. Pupils enjoy the diversity within the very harmonious school community, and they exercise responsibility quietly and effectively when helping others. The properly elected school council is proud of its contribution to school life, for example in the development of the playground. Pupils behave well at all ages and are polite and helpful. Overall attendance is average although some parents condone excessive absence; this weakens pupils' progress. Pupils' spiritual, social and moral development is given a high priority throughout the school, with the result that pupils get on well together and are very caring towards each other. As one pupil said 'I enjoy school because it is peaceful'. Good cultural development is supported by religious education, creative subjects, and involvement in celebrating festivals. Assemblies provide plenty of opportunities for reflection. Pupils are encouraged to adopt healthy and safe lifestyles, and they show an understanding of how to do this, shown by one pupil advising an inspector to 'mind your fingers in that door, sir'. Pupils like the range of healthy eating options available to them at lunchtimes, and they regularly eat fruit. Many Year 4, 5 and 6 pupils gain personal esteem representing the school most successfully in cross country running, soccer and athletics.

Quality of provision

Teaching and learning

Grade: 2

The school evaluates the quality of teaching and learning as satisfactory, but both are consistently good. Lessons are planned well to meet pupils' diverse needs. As a result, standards have improved since the last inspection. Teachers, supported most effectively by the learning mentor and the parental involvement officer, successfully develop pupils' social skills so that they are happy and able to learn. There are strengths in the way teachers organise and manage their classrooms. Effective routines, positive discipline and reward systems successfully encourage pupils' good behaviour and contribute to the pace of lessons, especially in Years 3 to 6. Pupils work well

collaboratively. Because of the very recent changes of staff in the Foundation Stage and Years 1 and 2, occasionally the momentum of learning slows in some lessons. However, most lessons are fun and pupils enjoy their learning. In the best lessons, challenging activities and the good use of information and communication technology (ICT) help to maintain pupils' interest. Pupils listen to views of others, and they give answers to questions in full sentences. The school is very successful in identifying and supporting pupils with learning difficulties and/or disabilities. Teachers regularly and consistently mark pupils' work, but more needs to be done to inform pupils of what they must do for it to improve. Tracking of pupils' progress is effective in Years 3 to 6, but is not as well developed in Years 1 and 2.

Curriculum and other activities

Grade: 2

The school cautiously evaluates its curriculum as satisfactory but inspection judges it to be good as it provides well for all pupils' different learning needs. The Foundation Stage gives a good start for young children entering school through an attractive and stimulating learning environment. In Years 1 - 6, there is good provision for developing basic skills, although some teachers still lack confidence to make the best use of ICT. Experienced subject leaders are now ensuring improvements through shared planning and the monitoring of lessons. Pupils are encouraged to take responsibilities such as Year 6 pupils supporting higher achieving pupils in Year 5 develop their computer skills.

Healthy and safe lifestyles are promoted well, for example through healthy lunches and break time snacks. A wide variety of visits and visitors enriches pupils' learning. Opportunities are provided for many sporting activities and pupils are very successful when competing with other schools. Art and music help enhance and reflect the school's cultural diversity and are reflected in the high quality art displays.

Care, guidance and support

Grade: 1

The school judges that the care, support and guidance it provides to pupils are good, but inspection shows this to be outstanding. An ethos of care is at the heart of the school and pupils report that they feel safe. It is a warm, bright and happy place to be. Pupils are confident that there is always someone they can turn to for help. The high level of pastoral support for all pupils is reflected in their good personal development.

Child protection procedures are up to date and well planned, and health and safety arrangements are in place and understood by all staff. Pupils with learning difficulties and/or disabilities are recognised and appropriate support is provided for them. The learning mentor supports individual pupils and monitors their progress, for instance in improving attendance and in developing self-control. Children are aware of their targets for literacy and numeracy, and are kept relentlessly aware of the values of education.

Leadership and management

Grade: 2

The school cautiously evaluates the quality of both leadership and management as satisfactory. Inspection judges both to be good. The committed and determined headteacher is strongly focused on improving standards. The recently established leadership group has a clear sense of direction, but has not yet had time to see the full impact of all the planned developments. Despite the recent long period of instability, morale is high and there is a strong determination to see the school succeed. Parents feel that they are consulted, and are strongly supportive of the school.

Staff know the school well and their self-evaluation provides a sensibly cautious view of the school's standards, provision, and priorities. The significant upheavals caused by re-organisation within the city and staffing instability have placed the school in a fragile state from which it is only now recovering. The school improvement plan identifies measurable success criteria that are closely linked to the intended outcomes for pupils. A wide range of innovative strategies, including the 'Peace, harmony and confidence group', and the 'Digital imaging project' have been implemented, which not only raise standards, but also increase the personal sense of worth the pupils have.

Governors support the school and each other well. They are knowledgeable and give their time generously to the school; they are now beginning to challenge the headteacher appropriately. They are actively involved in the life of the school, and the self-review and school improvement planning processes.

The school has made good improvement since the last inspection. It currently demonstrates good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I would like to thank you all for making us so welcome when we visited your school recently for an inspection. We enjoyed our visit, especially the dinners, and we liked hearing from so many of you about the work you are doing. We liked the happy atmosphere in your school.

You told us that you thought your school was good, and we agree. Here are some of the other things we noticed.

Mrs. Dawson and all the other staff work hard so that you make good progress in your work. You enjoy being in school and appreciate the good teaching in lessons and the variety of activities which are available to you. You learn well.

Your behaviour in school and the playground is good, and you appreciate the rewards and certificates which you can earn. You look after each other well, and when things do go wrong for you, you know where to get help. You are keen to take on responsibility for sorting things out, and helping adults.

We think that your headteacher and her staff know how to carry on making improvements in the school. You can help by continuing to listen to what they have to say. Most of you attend school whenever you can, but there are a small number of pupils in each year who could attend more often and make better progress in their work.

I would like to wish all of you success and happiness in your time at Horton Park Primary, and good luck for the future.