



Horton Grange Primary School

Inspection Report

Unique Reference Number 107205
Local Authority Bradford
Inspection number 287739
Inspection dates 29–30 November 2006
Reporting inspector Ann Sharpe

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

Type of school	Primary	School address	Spencer Road
School category	Community		Great Horton, Bradford
Age range of pupils	3–11		West Yorkshire BD7 2EU
Gender of pupils	Mixed	Telephone number	01274 573287
Number on roll (school)	653	Fax number	01274 521826
Appropriate authority	The governing body	Chair	Mr Geoffrey Green
		Headteacher	Mr G Leach
Date of previous school inspection	20 May 2002		

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Pupils attending this very large urban school are from a wide range of ethnic backgrounds, although most are of Pakistani heritage. The proportion of pupils eligible for free school meals is above average, and the proportion with learning difficulties and/or disabilities is average. Many pupils speak English as an additional language. An increasing number of pupils, who have recently arrived in the country and speak no English, join classes throughout the school. They stay for various amounts of time. Pupils are taught in two separate buildings. The school became part of a shared Extended School project in September 2005. This provides a third building on an adjacent site for use during the school day and outside normal school hours.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Inspectors agree with the school's view of itself as an inadequate school.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure necessary improvement in the school.

This is a friendly and welcoming school with clearly established routines. Parents think highly of all aspects of the school. One parent commented, 'All my children love going to school and enjoy their time there'.

In the fairly short time since his appointment, the headteacher has identified significant under-achievement across the school and low standards. He has taken action by seeking outside help and involving senior staff; there are very early signs that efforts are beginning to pay off. There have been some recent improvements in the quality of teaching and learning, and in several other important areas. This is not yet showing results in pupils' progress, which remains inadequate. Standards are low and pupils have big gaps in their knowledge and understanding, as shown by the school's consistently low national assessment and test results of the last few years. Standards and quality in the Foundation Stage (Nursery and Reception) are also inadequate. This is because the school has been equally slow to put national guidance fully into day-to-day practice. There has been insufficient improvement in pupils' achievement since the previous inspection and pupils are not catching up sufficiently on past lost ground. Nevertheless, there is now a greatly increased sense of teamwork amongst staff. One governor commented, 'We can see the difference because there are now lots of smiles'.

A major reason for the school's slow progress with putting its weaknesses right is the difficulties created by unstable staffing circumstances. The school is unable to move forward successfully until this long-standing problem is resolved. It adversely influences the school's work in many ways because of the uncertainties that it presents. In particular, the school has been unable to successfully widen leadership and extend the roles of middle managers in helping the school to improve. As a result, leadership and management are inadequate overall. Although the school now has a full governing body, this is very newly established and has had little impact as yet.

Although teaching and learning are inadequate, teachers' good relationships with pupils are one of the reasons for the pupils' good behaviour and attitudes to school. Pupils' good social and moral understanding gives them a positive start to their future economic prospects. Pupils know how to stay safe and healthy, and are often seen taking sips from their bottles of water and taking care not to bump into others as they move around the school. Pupils enjoy challenges, and there is often a sense of excitement in learning new things. Year 1 pupils, for example, were delighted by working out how to put objects in order of their weight. Pupils do not know what they must do to reach higher levels of work, however, and teachers' tracking of their progress

is in the very early stages. This contributes further to the inconsistency of level of challenge in lessons and holds back pupils' learning.

What the school should do to improve further

- Raise the achievement of all pupils in English, mathematics and science.
- Improve teaching and learning to a good standard to help pupils to quickly catch up on lost ground.
- Ensure that pupils have a clear knowledge and understanding of their learning targets, and that the school tracks their progress towards reaching them robustly.
- Improve leadership and management, including governance, so that the school provides an acceptable standard of education.
- Work to ensure that the quality of pupils' education is not disrupted .

Achievement and standards

Grade: 4

The achievement of pupils of all ages, abilities and ethnic backgrounds is inadequate, and standards are exceptionally low. When children start in the Nursery class, their skills are well below average, and particularly low in speaking. Progress throughout the Foundation Stage is slow because teaching and learning are not strong enough to build on low starting points. The underachievement of pupils from Years 1 to 6 is reflected in the school's national assessment and test results in Years 2 and 6. Year 6 results for English, mathematics and science tests have been consistently amongst the lowest in the country for several years. The school does not meet its own targets, and there is very little sign of improvement in the 2006 results, despite the school's efforts. Pupils with learning difficulties and/or disabilities, those who speak English as an additional language and pupils who are learning to speak English also underachieve. Although they often have extra help, they progress at the same slow rate as other pupils. An important factor of this underachievement is that pupils have to cope with many changes of teaching staff, so that continuity in learning is lost.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory and a positive starting point for improving their academic achievement. Parents are pleased that children enjoy school, and attendance has improved. Pupils' behaviour is good, for example when they visit the adjacent building used by two schools to eat lunch. Pupils move around the large premises and restricted playground spaces safely and sensibly. Their sound understanding of healthy lifestyles is seen in an enjoyment of taking part in sport and other physical activities. Pupils know why they should drink water regularly and eat lots of fruit and vegetables. Many pupils attend the activities available as a result of the Extended Schools project, and this helps them to get more involved in the life of their community. Although pupils' basic literacy and numeracy skills are

weak, their personal and social skills stand them in better stead for achieving economic well-being in the future.

Quality of provision

Teaching and learning

Grade: 4

Inadequate teaching and learning result in underachievement for all pupils. Recent efforts to improve the quality of teaching are showing signs of starting to improve pupils' learning. Lessons still vary considerably in quality, however, because of inconsistencies in teachers' response to the new practices introduced. There are still many lessons that do not challenge pupils' thinking and do not move pupils on quickly enough. Nevertheless, good relationships with pupils result in pupils' good behaviour and enjoyment of lessons. Teachers and well-trained support staff work together closely in their efforts to meet the varying needs of the pupils. Teachers are clear about what they want pupils to learn. They work hard to improve pupils' ability to talk about their work by using the new words they are learning. Even with these improvements, however, there is not enough good teaching and learning in the school to enable pupils to make the progress they are capable of or to catch up on lost ground.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to enjoy their work and to learn how to stay safe and healthy. A recent initial and satisfactory review of the organisation of the curriculum is the school's response to national guidance about making learning more meaningful and exciting, especially by linking work in different subjects together. As a result of a lack of computers in some classrooms, however, pupils have few opportunities to learn to practise the skills they learn in information and communication technology (ICT). Work in personal, social, health and citizenship education contributes well to pupils' good behaviour, and ensures that they work and play together happily. Pupils' learning is enriched well by extra-curricular activities. Pupils have sufficient opportunities make a contribution to their community and to develop the personal skills they will need to be successful in the future. The outdoor curriculum in the Foundation Stage is not fully developed, and this restricts children's progress across all areas of learning.

Care, guidance and support

Grade: 4

The fact that pupils feel safe and attend school regularly is an achievement, given the size and layout of the premises and the large number of different adults they work with. There are well thought out procedures for protecting and safeguarding pupils, who say that the school deals quickly with rare incidences of bullying. As one pupil said, 'Nobody is frightened or bullied here'. Pupils with learning difficulties and/or

disabilities and those who need help with learning to speak English as an additional language often benefit from good quality support in lessons from classroom assistants and learning mentors. The progress of children in the Foundation Stage is limited by lack of regular good quality support. Academic guidance for all pupils is inadequate because staff have been slow to start tracking their progress in detail and setting them learning targets. Pupils do not know what their new targets are and what they need to learn next in order to reach them. The quality of the marking of pupils' work is too variable to be helpful. Children in the Foundation Stage are particularly unsettled by very regularly having different teachers.

Leadership and management

Grade: 4

The school's track record of poor performance and underachievement of pupils over several years has not been dealt with urgently. As a result, even with recent signs of improvement on several fronts, pupils' achievement is nowhere near as good as it should be. This means that the school provides unsatisfactory value for money, and leadership and management are inadequate. Difficulties in recruiting governors, along with persistent staffing difficulties, often restrict any benefits of the good efforts of the headteacher and senior staff to turn things around. This means that the school is currently unable to demonstrate sufficient capacity to improve. Nevertheless, the school runs smoothly and parents think highly of it. There is an increasing sense of unity amongst staff and the school now has a full governing body for the first time in several years. The school, understandably, wants to extend middle managers' roles, but uncertainties about staffing mean that action has been held back and the process is at an early stage of development. Similarly, the impact of progress within the good quality school improvement plan is limited by staff absences. Management of the Extended School provision is satisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for talking to inspectors and for being so friendly, polite and helpful.

We think, and Her Majesty's Chief Inspector of Schools agrees, that your school needs extra help to make it successful.

We were pleased to see how much you enjoy coming to school and that your attendance is getting better. Your behaviour is good in lessons and around the school. Although there is not much space outside, you are very sensible and careful about safety.

This is a good start, but we also want you to reach the high standards in English, mathematics and science of which you are capable. You do very well to learn to work with so many different adults. You have more changes of teachers than the school would like you to have, and everyone wants this to be put right, because it is getting in the way of your learning.

You try hard in lessons and have 'shooting star' targets on classroom walls, but you do not know much about what you have to do to reach higher levels in your work. We think that you can learn more if teachers have a better picture of what you need to learn next and expect more of you, because you are so keen to improve.

The headteacher, staff and governors have made a start, but there is much still to do to make sure that you all learn quickly and that all your lessons are good. We feel sure that you will help your school as much as possible by continuing to try hard and listening so well to teachers and other adults.