

Horbury Primary School

Inspection report

Unique Reference Number	133319
Local Authority	Wakefield
Inspection number	294069
Inspection date	15 March 2007
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 category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	416
Appropriate authority	The governing body
Chair	Mrs Shelagh Jackson
Headteacher	Mr John Wright
Date of previous school inspection	24 February 2003
School address	Northfield Lane Horbury Wakefield West Yorkshire WF4 5DW
Telephone number	01924 302810
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Almost all of the pupils attending this large school in a suburb of Wakefield are White British. The proportion of pupils eligible for free school meals is broadly average, as is the proportion with learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This school's view of itself as an outstanding school is correct. It has earned its good reputation and the trust of parents, to the extent that many parents describe it in glowing terms, such as, 'A special place with a sense of community', and 'A school that has moved into the 21st century with a passion that all the teachers working together has produced.' The school had only been open for a fairly short time when it was last inspected and improvement in standards since then has been much faster than the national picture. The outstanding achievement of pupils of all ages and capabilities and the very high standards are the result of the high expectations that staff have of themselves and of their pupils. Pupils make rapid progress from their starting points because of excellent teaching. Most parents like the school's genuine care for pupils. They appreciated the sensitive and dignified way that staff considered pupils' feelings during a recent time of sadness in the community. The standard of pupils' work is very high right across the subjects of the curriculum. This is because pupils enjoy learning during many exciting and enriching activities, both as part of the normal school day and in extra-curricular activities. Pupils' outstanding personal development helps them to benefit fully from their education. They attend regularly, behave very well and have positive attitudes towards learning. Pupils have an extensive knowledge and understanding of how to stay safe and healthy. Their sensible and mature attitudes towards taking part in the school council and the local community give them an excellent jumping off point for achieving happy and productive adult lives. The key to the school's success is the informed leadership and skilful management of the headteacher. His determination to help staff to develop their own leadership and management skills is seen in the good relationships and sense of working together as a united team. The deputy headteacher and other senior staff provide excellent support. The outstanding quality and standards in the Foundation Stage are the result of leadership initiatives to drive up standards from pupils' earliest days in school. This approach to using staff development as a major vehicle for improving pupils' learning extends to support staff, who also make a strong contribution to pupils' learning. Similarly, the way that the school forges helpful partnerships with other schools and organisations is a mark of its continual quest to work together in order to become even better. The school's successful track record is a clear indication of its outstanding capacity to improve in the future and the excellent value for money that it provides.

What the school should do to improve further

The school has no significant areas needing improvement and there are plans already in place to 'fine tune' what is already very good provision.

Achievement and standards

Grade: 1

When children start Nursery, their attainment is broadly average. They make rapid progress in all years, so that by Year 6, standards are well above average. Exceptionally good results are now an established pattern of performance for this school. Pupils in Year 6 are about a year ahead of pupils nationally in English, mathematics and science. The school sets and almost always meets challenging targets and pupils currently in Year 6 are on track to reach their targets. This is because outstanding teaching and learning enables all pupils to achieve as well as they can. These very high standards are not confined to those aspects of learning assessed or tested nationally and pupils' work in all other subjects is of an equally high standard.

Personal development and well-being

Grade: 1

The school gives high priority to ensuring that pupils' personal development is as good as their academic achievement, so that they transfer to secondary schools well prepared for their next stage of education. Pupils' enjoyment of school is reflected in their above average attendance and in their excellent attitudes to learning. Their knowledge of how to stay safe and healthy is outstanding. Pupils at breakfast club, for example, were keen to eat the very healthy food prepared for them. During break times, pupils enjoy many energetic activities, take care not to hurt others and eagerly eat their fruit snacks. Pupils' involvement in the school council and in the local community is of great benefit to their future life chances. Older pupils, for example, are proud that they will join adults from various community groups to discuss how to improve their neighbourhood. By Year 6, pupils are very sensible and mature for their age. When asked about work on re-cycling, one pupil said, 'We are using up all the earth's resources and that's not good!' Others gave equally thoughtful answers to probing questions, indicating that their spiritual, moral, social and cultural understanding is outstanding.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching and learning is one of the main reasons why pupils make exceptionally good progress. Enthusiastic teachers work together closely as a team, sharing their wide-ranging knowledge in order to capture pupils' interest. Consequently, pupils talk about many favourite subjects and say that they enjoy lessons and like their teachers. Classroom assistants are well qualified and make a significant contribution to providing a high quality of education. Teaching and learning have improved since the previous inspection because teachers respond well to the increasingly higher expectations set by leaders and managers. They keep well ahead with national developments and constantly strive to improve their work. Teachers' strong expertise across all subjects is evident in the high standard of pupils' work, for example in art and design and information and communication technology. Teachers very regularly assess pupils' progress in all subjects, as well as in their personal development. This ensures that lessons help pupils to extend their thirst for further learning.

Curriculum and other activities

Grade: 1

An outstanding curriculum ensures that pupils achieve high standards in basic literacy and numeracy skills, as well as in all other subjects. The key to this success is thoughtfully planned and exciting work that encourages pupils to want to learn. Staff throw themselves into projects, for example by dressing up as historical characters and acting out roles. As senior staff said, 'We want learning to come alive for the children.' Consequently, enrichment through educational visits, visitors and a great deal of practical work that is fun, as well as educational, is exceptionally good. Parents particularly appreciate the breakfast club and after school clubs. The curriculum meets the needs of pupils of all capabilities, including those with learning difficulties and/or disabilities. It gives high priority to helping pupils to learn how to keep healthy and safe, for example by learning about pedestrian safety, cycling proficiency and hand washing. The 'Life Skills' programme gives pupils a very good start to their future lives as adult citizens.

Care, guidance and support

Grade: 1

Most parents are very pleased with the standard of care for their children. They say things like, 'Handing my children over to school is like handing them to a member of the family.' Well thought out procedures for protecting and safeguarding pupils are in place. Close links with parents make children feel safe and happy at school and governors attach importance to providing an attractive, secure and well-resourced place for them to learn. The very thorough procedures for tracking pupils' progress over time, and for identifying when extra support is needed, help them all to achieve in line with their capabilities. Staff are alert to potential problems and are responsive to pupils' needs. They provide the right kind of academic guidance at the right time in order to help pupils to reach their learning targets.

Leadership and management

Grade: 1

It is because of the outstanding leadership and management skills of the headteacher that the school has improved significantly since the previous inspection. By setting high expectations of staff and enabling them to develop professionally, he has created a climate of knowing the school's strengths and weaknesses and reaching for the highest possible standards. This is helped greatly by the knowledgeable, positive and forward-looking support of the deputy headteacher and other senior staff. Together, they are a strong team, bringing individual strengths together and providing excellent role models for other staff and pupils. The school's approach to ensuring an appropriate work/life balance has been particularly successful in motivating staff and helping them to enjoy their jobs. By making maximum use of the time available, the school is able to ensure that pupils enjoy school, attend very regularly and achieve exceptionally well in all areas of their work and personal development. Very committed governors manage the budget efficiently and ensure that the school goes from strength to strength.

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Annex A

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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I thoroughly enjoyed visiting your school and looking around your lovely building and outdoor play areas. Your work on display is very good indeed. I especially like your art and design work. Thank you for talking to me and for answering all my questions so thoughtfully. You were very sensible and polite and I could see why you like coming to school so much. It is a very friendly, happy and exciting place and adults care a lot about all of you.

Your school is such an excellent school that it is difficult to say how it could be better, other than the small things that school council members suggested. Your headteacher, other staff and governors have worked so hard since the school opened that everything is in place to make sure that you all do as well as you possibly can in your work. Teachers and other adults know a lot about how well you are doing in all your subjects and this helps them to help you to move up to higher levels of work.

Your headteacher, deputy headteacher, senior teachers and all the other teachers and adults who help you are very good at working together as a team. I suppose that is similar to the 'teamwork' that some of you told me that you are going to practise when you go on a residential visit this summer. Congratulations on gaining the Healthy School Award and the Activemark 2006 award. I can see why you could tell me so much about staying safe and healthy.

Your school is one that is always looking to see how it can be better and that is a very good thing. Your parents are right to be pleased with the school. You can help in the future by remembering all that you have learned about keeping safe and healthy eating. I hope that you enjoy improving the neighbourhood and that your plans for an adventure playground are soon complete.