

Horton Grange Primary School

Inspection report

Unique Reference Number	107205
Local Authority	Bradford
Inspection number	324548
Inspection dates	28–29 January 2009
Reporting inspector	Angela Headon HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	665
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Malcolm Johnson
Headteacher	Mr Duncan Jacques
Date of previous school inspection	29 November 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Spencer Road Great Horton Bradford West Yorkshire BD7 2EU
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Horton Grange Primary School is a large primary school, situated to the west of Bradford. The number of pupils eligible for free school meals is above the national average. The majority of pupils are of Pakistani heritage and most children joining the school speak no English. The proportion of pupils with learning difficulties and/or disabilities is below average. The school is housed in two buildings and shares its site with another primary school.

The school was judged to require special measures at its previous inspection in November 2006. The school has received five monitoring visits between May 2007 and November 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Horton Grange is a satisfactory and improving school, with a number of good features. Forward looking leadership and an inclusive ethos ensure that the school is a place where everyone feels able to play their part, enabling pupils to develop both academically and personally. It is very well regarded by parents and carers.

Pupils' achievement is satisfactory overall. Standards in Key Stage 1 are continuing to rise and good progress is also evident in both lessons and workbooks in Key Stage 2. However, the school's Key Stage 2 unvalidated national test results declined in 2008 and standards overall were low, reflecting previous weaknesses in provision. Nevertheless, the current picture is that the school is successfully tackling the legacy of underachievement from previous years, with recognition that improving writing across the school is a key priority. As a result pupils are presently on course to reach targets closer to the national average in 2009.

The school has made significant progress in improving the quality of teaching in all key stages. Teaching and learning are good overall, with a significant proportion of outstanding practice evident. Teachers make effective use of detailed pupil progress information and pupils generally understand what they have to do to achieve their academic targets. Pupils enjoy their lessons and relationships between staff and pupils are very positive: pupils' behaviour in lessons and around the school is excellent and this contributes significantly to their learning.

Pupils feel safe, they are well cared for and effectively supported by the school through good quality pastoral structures and teams. Vulnerable pupils and those with learning difficulties and/or disabilities, English as an additional language or those new to English are particularly well supported and, overall, achieve in line with their abilities.

The school is continuing to develop its curriculum, which is presently satisfactory.

Good elements include a strong focus on literacy and numeracy and more latterly science, with an increasing overall use of information and communication technology (ICT). Enrichment opportunities and extra-curricular activities are also being used well to support pupils' personal development and increase awareness of the wider community. The school is presently developing the role of foundation subject leaders to promote achievement in all curriculum areas.

Leadership and management are good overall. The school is fully aware of its strengths and areas where further work is needed. There is good capacity to improve, as demonstrated by better teaching and rising standards. The headteacher has a clear agenda, with a sharp focus on raising educational standards. He is well supported by senior leaders who have worked collaboratively with a committed workforce to secure improvements for pupils in all aspects of school life. Evaluation of the impact of the school's progress, through improvement planning, monitoring systems and the use of challenging, yet realistic targets is robust. As a result, the school is providing good value for money and is now poised to accelerate improvements further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. Attainment in children's skills on entry to the school is well below national expectations. Their communication, language and literacy

skills and personal, emotional and social development are the least well developed areas. Good quality provision, however, ensures that presently most children enter Year 1 achieving close to expected levels. Outcomes at the end of the Early Years Foundation Stage have improved significantly in all areas of learning since the previous inspection.

Children are supported well in their learning and are encouraged to enjoy and fully experience all activities. Very good use is made of the outside provision and shared area, where all children can play together and develop skills in all areas of learning. Children are well behaved and take responsibility for themselves and their equipment. They relate well to their peers and to adults, who take every opportunity to develop children's language skills by listening carefully and modelling language. Children are well cared for with good welfare systems in place.

Through 'learning journals', parents are well informed of their child's progress throughout the year. The link between home and school is a strength of the provision. Links with other settings are also well established, leading generally to a settled start for children at the school. The Early Years Foundation Stage is very well led and managed, with high aspirations for all children. There are comprehensive systems for all aspects of the provision and children's progress is closely monitored. Challenging targets have been set for 2009 and current information indicates children are on course to meet them.

What the school should do to improve further

- Build on the best practice within the school to raise standards, with a focus on writing.
- Develop a curriculum that fully supports pupils' academic and personal development.
- Develop fully the role of middle leaders, particularly in foundation subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Inspectors agree with the school that overall pupils' current level of achievement is satisfactory and is significantly stronger than that represented in the 2008 provisional test results.

At Key Stage 2, provisional national test results in English, mathematics and science declined at both expected and higher levels in 2008 and standards remained low. This reflected a legacy of underachievement amongst older pupils. At Key Stage 1, however, levels of attainment in reading and writing continued to increase, with significant improvements in mathematics at expected and higher levels. Standards at Key Stage 1 continue to rise, moving significantly from low to below average.

This improvement is presently reflected across the school in lessons, workbooks and in pupil performance, which is recorded regularly on the school's tracking system. The school's data indicates that it is now on course to achieve its targets in 2009, with attainment expected to be close to the national average at the end of both key stages. However, the school recognises that pupils' performance in writing remains an area for further improvement. Nevertheless, overall, pupils are now rapidly making up ground that was lost during their earlier years in the school.

The school is working effectively with all target groups and pupils with learning difficulties and/or disabilities are making at least satisfactory progress in their academic work.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy their education and feel that lessons challenge them but are also fun. Behaviour and attitudes to learning are excellent and there is a calm working atmosphere in all classes. Pupils are polite and considerate towards others, behave in a safe and responsible manner and have no doubt that bullying is not tolerated. Attendance is satisfactory, with effective strategies in place to support further improvement.

The extent to which pupils adopt healthy lifestyles is good. Many pupils take advantage of the healthy meals and snacks provided. Regular physical education lessons, daily exercise activities for the youngest pupils and extra-curricular sports clubs all contribute to pupils' well-being.

Pupils' contribution to the community is satisfactory and improving. The active school council fully represents pupils' views and, together with the school's work on 'investors in pupils', promotes greater involvement in school life. Older pupils take pride in their role as 'yellow hat' helpers in the playground and pupils are involved in planning and managing charitable events.

Pupils are taught to appreciate the views of others but presently have limited experience of the full diversity of life beyond their immediate community. The school is beginning to address this situation through its community cohesion programme. Pupils are developing their skills as future citizens through mini-enterprise schemes in Year 6 and taking leadership roles through the school council.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Teachers are planning work thoughtfully with the learning needs of all pupils in mind. Pupils are given very clear information through 'steps to success' and this helps them to make good progress. They enjoy their lessons and are keen to talk about their activities. Teachers assess pupils' work thoroughly and use this information well to inform their future planning. Pupils' work and progress is closely monitored and they are given helpful feedback, both verbally and in workbooks, on how they can progress further.

In every class pupils work hard and display positive attitudes to learning: relationships are very good. Teachers make learning enjoyable and challenging. Questioning is used effectively to check pupils' understanding and to encourage them to speak in front of others. A good variety of strategies are routinely used to involve all pupils in learning. Teachers make good use of 'working walls' and interactive whiteboards to support explanations and improve understanding.

A skilled and enthusiastic team of teaching assistants provides very good support to key groups, including those new to the English language and those with additional learning needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with good features. There is a strong emphasis on basic skills, with core subjects central to the school's provision. Work in science continues to develop well

and through recent focused investment there are increasing opportunities to use ICT in a range of subjects

Work in other subjects is strengthening, with subject leaders now ready to broaden and improve provision. Staff are making meaningful links between subjects which is providing added interest and relevance for pupils. Throughout the school, in both corridors and classrooms, the attractive learning environment reflects the full range of subjects, including eye-catching displays of science, history and geography work.

Beyond the taught curriculum, the school offers an increasing range of extra-curricular and enrichment opportunities to widen pupils' horizons and enhance learning. These include additional basic skills teaching and an increasing number of sports clubs and visits, for example, to Eureka and Chester Zoo, providing pupils with first-hand learning opportunities and starting points for further study.

Care, guidance and support

Grade: 2

Care, support and guidance are good and parents are appreciative of the way their children are looked after. Child protection, health and safety procedures and systems for safeguarding pupils are in place and meet current guidelines. There are good arrangements to ensure that new staff are well informed and their training is up to date. The school provides a supportive environment in which pupils feel safe, secure and confident.

Support for vulnerable pupils, those who come into school part way through their education and those who need additional help is particularly strong. The school quickly identifies pupils so that appropriate programmes can be implemented and, if needed, outside expertise sought. The school tracks pupils' academic progress carefully and pupils fully understand their targets and are able to explain in detail what they mean.

Leadership and management

Grade: 2

The school's assessment that leadership and management are satisfactory is too modest, given the degree and rate of change, particularly in the last 12 months. A positive culture of learning now exists across the school and expectations within the school community are high.

The headteacher provides very good leadership with a strong focus on raising standards. This is wholly shared by effective senior leaders who fully understand the part they play in continuing to drive the school forward at pace. The quality of middle leadership continues to develop well. A strong team approach at senior and middle level is emerging, fostered through national leadership programmes and the introduction of curriculum, assessment and inclusion teams across the school.

The school's commitment to improving the quality of teaching has been particularly successful. Systems for monitoring teaching and learning are robust. Staff engage fully with improvement strategies, reflecting constructively on their practice through the feedback they receive. There is much in place to encourage teachers to improve further. Senior leaders have a secure view of the quality of lessons across the school.

Self-evaluation is accurate and the school knows itself well. As a result, the school's strategic and action plans, with clear success criteria, are effectively used to move the school forward.

Robust tracking procedures and regular pupil progress meetings provide valuable opportunities to assess pupil performance and give support, where needed. Performance management is securely focused on raising standards and the school sets suitably aspirational targets, which are actively shared with all learners. The school's contribution to community cohesion is presently satisfactory.

Governors are supportive and well informed. They understand the school's strengths and are now confident to ask the critical questions to hold leaders to account. The school is also appropriately tailoring support offered by Education Bradford and there has been good progress in addressing all issues from the previous inspection.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Following our visit to your school, we would like to thank you for the warm welcome you gave to us. We enjoyed visiting your lessons, looking at your work and hearing your views of the school. We were very impressed with your excellent behaviour and think that you are first-rate ambassadors for your school.

You will know that your school has been visited several times over the last two years to check how well it has been doing. We have now found that your school has improved so much that it no longer requires special measures. So, well done to all of you!

Mr Jacques and the staff have worked very hard to improve the school and we could see that you appreciated all that they are providing, including the lunch-time and after school activities and the interesting visits. All staff give you good support in your lessons and care for you very well. We could see that you enjoyed your lessons too, particularly when you had to really think about what you were asked to do.

To make your school even better, we have asked Mr Jacques and the governors to make some further improvements. These include making sure that you continue to improve, not only in English and mathematics, but in all your other subjects too. To help with this, the school has been asked to develop your curriculum and particularly work with those teachers who are responsible for all these subject areas. We have also asked your school to continue focusing on your writing, so that hopefully you can all try to become 'writer of the week'!

I am sure you will continue to play a very important part in helping Horton Grange to go from strength to strength. I shall look forward to hearing of your future success.