

# Horton Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	107292
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	324558
<b>Inspection dates</b>	25–26 September 2008
<b>Reporting inspector</b>	Katrina Gueli 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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	206
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr N Delaney
<b>Headteacher</b>	Mrs S Dawson
<b>Date of previous school inspection</b>	23 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dawnay Road Bradford West Yorkshire BD5 9LQ
<b>Telephone number</b>	01274 574544
<b>Fax number</b>	01274 413651

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<b>Age group</b>	5–11
<b>Inspection dates</b>	25–26 September 2008
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## Introduction

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

## Description of the school

Horton Park Primary School is an average sized primary school with Early Years Foundation Stage (EYFS) Reception class provision. It serves an area that experiences much higher than average levels of social and economic disadvantage. The number of pupils eligible for a free school meal is more than three times the national average. Over half of the pupils are of minority ethnic heritage. The largest group is of Pakistani heritage but there is an increasingly diverse range of minority ethnic groups including pupils who are seeking asylum. Many minority ethnic pupils do not have English as their first language and a small number are at an early stage of English language acquisition. The proportion of pupils with learning difficulties and/or disabilities is high but there are few who have a statement for a specific educational need. A high number of pupils join or leave the school at a time other than the normal age of transfer. The school has gained a number of awards including, the Financial Management Standard, Investors in People, Artsmark Silver, Activemark, Football Association Charter Standard Status and the Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Horton Park Primary School provides a good standard of education. The headteacher, other leaders and all staff are highly committed to improving pupil outcomes. The impact of their work can be seen in rising standards and pupils' good personal development and achievement. Pupils say that they enjoy school, 'because teachers all care and there are plenty of good things to do.' The vast majority of parents similarly have a very positive view of the school.

When their starting points are taken into consideration, pupils achieve well by the time they leave school. Teaching and the curriculum are good and this quality provision is accelerating pupils' progress. This is shown in the rising trend in standards at the end of Key Stage 2 which are now broadly average. The wide range of opportunities afforded by the good curriculum effectively builds pupils' confidence and self-esteem so they are well prepared to be successful in the next stage of their education. Care, guidance and support for pupils are good. Individuals value the help that they receive which promotes both their personal development and their academic progress well. Potential barriers to achievement for each individual child are regularly discussed and strategies to address personal or learning needs are employed to ensure all pupils can make good progress. The school is continuing to develop innovative ways to increase parental support and involvement in their child's learning. An example of this is the highlighting of the importance of regular attendance and the impact it has on pupils' achievement. The promise of a ride in a limousine for both the child and their parents at the end of the year, for pupils who have 100% attendance, is proving to be a very effective incentive.

Leaders, managers and governors know the school's strengths and weaknesses well. Actions to improve identified areas for development have been largely effective and the school has a good capacity to improve further. Good use has been made of external consultants working alongside school based colleagues to secure improvement. Success in increasing the number of pupils gaining the higher levels expected for their age at both key stages has, however, been more limited, despite the rigorous tracking of pupils' progress and effective strategies to help pupils at risk of underachievement get back on track. Teachers are aware of the need to be more consistent in providing work with a high degree of challenge to help pupils reach these higher levels.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The Reception class is an exciting and stimulating environment for young children. It is full of interesting things to learn about and explore. The introduction of a September start for all children is providing them with an equal opportunity to a good start to their education. Most children enter Reception with poorly developed skills in all areas of learning. These skills are particularly weak in speaking and listening, reading and writing. Attainment in these areas is still well below expectations at the end of the Reception year but most children make good progress and achieve well from their starting point. The good provision, both in and out of doors, underpins children's enjoyment of learning and their good attitudes. Children's personal development and well-being are fostered well. Behaviour is managed effectively and staff ensure that children's welfare needs are well met. Leadership and management are good. The recently appointed experienced teacher is making a significant impact on provision and the knowledge and understanding of the new staff team.

## What the school should do to improve further

- Provide sufficiently challenging work in lessons to increase the proportion of pupils who attain the higher levels in English and mathematics at the end of both key stages.

## Achievement and standards

### Grade: 2

The attainment of pupils on entry to Year 1 is typically well below what is expected for pupils of their age. Standards at the end of Key Stage 1, although showing an improving trend in reading and mathematics, remain below average overall. This is partly due to staffing difficulties over the last few years. Standards were below average at the end of Key Stage 2 in 2007 but pupils achieved well from their starting points. Much work has been done to improve the quality of teaching and learning and the school's own assessment and tracking information indicate standards in 2008 for Year 6 have risen to broadly average. These improved outcomes are also reflected in the latest un-validated national test scores for 2008. This represents good progress given the high numbers of pupils with complex needs and the high mobility within the cohorts. Despite these improvements, the proportions of pupils gaining Level 3 at Key Stage 1 and Level 5 at Key Stage 2 remain below average. Pupils with learning difficulties and/or disabilities achieve well because assessment information is used effectively to match work well to their individual needs and support for them is good. Pupils of Pakistani heritage also make good progress. Girls make better progress than boys but the impact of focused work to narrow the attainment gap can be seen in all core subjects. Pupils who are at an early stage of English language acquisition quickly gain confidence because teachers place great emphasis on opportunities for speaking and listening.

## Personal development and well-being

### Grade: 2

The school's inclusive ethos, faith assemblies and the well planned curriculum ensure that pupils' spiritual, moral, social and cultural development is good. Behaviour is also good and pupils from different backgrounds get on well and respect each other. Attendance is average. Pupils have an excellent awareness of how to live healthily and enjoy the many opportunities to take part in sport. The school's impressive array of trophies testifies to pupils' success in this respect. Pupils make a positive contribution to the school community through taking on a range of responsibilities and the school council gives them a real voice in school life. The council is proud to have influenced the way meals are now served on 'real plates and dishes' instead of plastic trays. Pupils are effectively prepared for their future economic well-being because they develop a good range of personal qualities and make good progress in acquiring basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers' subject knowledge is good and lessons are well planned to include a range of activities that encourage learners to work productively, both individually and in groups. Rewards, such as 'team points' are eagerly won by doing good work and contributing to class discussions. This system successfully celebrates achievement and promotes good behaviour. At the start of each

lesson teachers make it clear to pupils what they are to learn and clear success criteria ensure pupils know how to make good progress. In the best lessons, links between different subjects and interesting resources are combined to provide stimulating learning experiences which promote good progress, enjoyment and enthusiasm. In these good lessons the pace is brisk and good use is made of self and peer assessment to promote progress. While many lessons have activities which provide a good degree of challenge for higher attaining pupils this is not a consistent feature in all lessons.

## **Curriculum and other activities**

### **Grade: 2**

The school's good curriculum is enriched with an excellent range of additional activities which pupils thoroughly enjoy. Good quality specialist teaching in art, music and physical education and opportunities to participate in day visits, themed weeks and residential trips add to the excitement of their learning. The school has adapted the curriculum in Year 1 so that it is well matched to pupils' starting points and makes an effective contribution to developing their independent learning skills. Opportunities to develop speaking and listening skills are well embedded throughout the school. Planning links between subjects are being successfully developed. For example, using the context of the current history topic in literacy increased pupils' interest and enthusiasm for writing. Pupils' personal development is promoted very well through a programme of teaching about relationships and the potentially damaging effects of drugs. The school makes good use of the expertise of outside agencies to support this work.

## **Care, guidance and support**

### **Grade: 2**

This is a caring school which places great importance on developing pupils' self-esteem and confidence. Pupils know that if they are troubled or unhappy, there is always someone to turn to. Child protection, health and safety procedures and systems for safeguarding pupils are robust and very well organised. Improving attendance remains a priority and strategies to reduce the numbers of pupils with high absence levels are beginning to have an impact. Pupils at risk of underachievement, those who are at an early stage of English language acquisition and those with learning difficulties and/or disabilities are appropriately supported by experienced, well trained staff and through good links with outside agencies. This good care and support also ensures the many pupils who join the school during the year are helped to settle in quickly. Academic guidance is good. Work is well marked with strengths identified and helpful comments on how to improve. Pupils' progress is supported well by learning targets, which pupils know and understand. Older pupils are also increasingly checking their own written work to make sure they have done all they can to improve.

## **Leadership and management**

### **Grade: 2**

Leaders, managers and the governing body have focused relentlessly on improving outcomes for learners since the last inspection. A recent whole school drive to improve reading resulted in the target for the percentage of pupils attaining the expected Level 4 in English being exceeded in 2008 and the number of boys attaining this level more than doubling. Middle leaders have a good overview of the strengths and weaknesses in their subject. Core subject leaders are all involved in school improvement activity, making a good contribution to increased

teacher confidence and improved outcomes for learners. Targets set are challenging and the monitoring of individual pupils' progress is robust. This allows underperformance to be identified quickly and tackled promptly through effective academic or personal support. Relationships between pupils of different cultures are harmonious and the school is now building on this success to promote community cohesion work more widely. Governors are strongly committed to supporting the school's development and ensuring good value for money. They are well informed about the progress in relation to priorities and the skills of individual governors are utilised effectively to improve the school.

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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?	2
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?	2
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?	2

### Achievement and standards

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
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	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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**

Inspection of Horton Park Primary School, Bradford, BD5 9LQ

You may remember that I visited your school recently with another inspector. We would like to thank you for sharing your thoughts about your school and talking to us about your work as this is an important part of the inspection.

We found that Horton Park is a good school that provides you with lots of wonderful extra opportunities to learn and develop. Most of you achieve well because teaching and the curriculum are good and you get good support when you are finding things difficult. You know what you need to do to improve your work and this is helping you to make even faster progress. Your behaviour is good and you show respect for other pupils and your teachers. You told us that you particularly enjoy all the sporting activities and the contents of the trophy cupboard show how successful you are in local competitions! This activity is also helping you to keep fit and healthy.

The headteacher, governors and all the staff are working hard to make Horton Park an even better school. One thing we have suggested they could do is to help more of you to reach the higher levels in English and mathematics at the end of Year 2 and Year 6.

I am sure you will support your teachers and other staff in doing this by continuing to work hard and making sure your attendance is good.