

# 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>	377566
<b>Inspection dates</b>	27–28 March 2012
<b>Lead inspector</b>	Michael Blaylock

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

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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 of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Acting Chair</b>	Mrs Shaheen Ali
<b>Headteacher</b>	Sarah Dawson
<b>Date of previous school inspection</b>	25 September 2008
<b>School address</b>	Dawnay Road Bradford BD5 9LQ
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## Introduction

### Inspection team

Michael Blaylock  
Keith Bardon  
Doreen Davenport

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons or part-lessons, taught by 10 members of staff. Meetings were held with groups of pupils, members of the governing body, support staff, subject coordinators, consultants employed by the school, and with the senior leadership team. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at pupils' workbooks, published analysis of results and the school's own pupil performance data, school improvement planning and documentation in relation to attendance, safeguarding and child protection. Inspectors also analysed 44 questionnaires returned by parents and carers, as well as those completed by pupils and staff.

## Information about the school

Horton Park is a larger than average primary school. The school is expanding and plans to move into new accommodation in the autumn term of 2012. The extension of the premises was under construction at the time of the inspection. There is a higher than average proportion of girls and the proportion of pupils known to be eligible for free school meals is well above average. About half of the pupils are of Pakistani heritage and one third are White British. Pupils from Eastern Europe are the next largest group in this diverse school community where over half of the pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs is well above average. A higher than average number of pupils join or leave the school part-way through their education.

From September 2011 the deputy headteacher became headteacher of the school while the principal was seconded within the school to strengthen community links and to deal with issues relating to its new building.

Horton Park has Healthy School status and the Arts Mark (Silver) award. The school has Investors in People status. The school exceeded the government floor standard in 2011, which sets the minimum expectations for pupils' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school that integrates well with the community it serves. It is an inclusive school where all are respected, differences appreciated, and diversity is embraced. The staff share a strong commitment to help every child learn to succeed. The school has improved well since the previous inspection. The overall effectiveness is not outstanding because although attainment is rising it has not been sufficiently high in recent years and teaching does not always provide enough challenge for all pupils.
- Pupils' achievement is good and improving. Over recent years, attainment at the end of Year 6 has shown some improvement from significantly below average. Results in 2011 were still below average but showed exceptional progress because of pupils' low starting points. Although attainment is improving, increasing the proportion of pupils who attain the higher levels in English and mathematics at the end of both key stages continues to be a school priority.
- The quality of teaching is good overall with examples of outstanding practice. Work for pupils is usually carefully matched to their abilities. Lessons are well planned with clear learning objectives although it is not always made clear enough to pupils how they will achieve them. Teachers make good use of other adults in the classroom to support pupils, typically in small group work. Paired discussions are a well established feature in all classrooms throughout the school and contribute positively to pupils' language development, involvement in lessons and their excellent spiritual, moral, social and cultural development.
- The outstanding behaviour of pupils in lessons promotes engagement and collaboration in learning and is consistently and expertly managed. Teachers reinforce high expectations of behaviour in helping pupils show respect and listen carefully to each other. Comments from pupils show most agreeing that behaviour is good in their school and that the large majority feel safe when in school. Bullying is rare and quickly dealt with when it occurs. Attendance is broadly average and compares favourably with similar schools.

- The principal (headteacher) and head of school work together well to provide strong leadership with a shared vision for continuing school improvement. The commitment to raise attainment is shared by middle leaders and managers. There is good leadership and management of teaching, which includes accurate monitoring of the quality of teaching to inform professional development. Self-evaluation is rigorous and identifies priorities for school improvement which are well understood and shared by senior leaders. These priorities are effectively disseminated and determine the work of staff and pupils. The governing body are increasingly effective in holding the school to account.

## **What does the school need to do to improve further?**

- Ensure that teaching is always at least good and more is outstanding in order to raise attainment by:
  - increasing opportunities to share existing best classroom practice
  - providing consistently high levels of challenge for all pupils
  - clearly explaining the intended outcomes for all lessons.

## **Main Report**

### **Achievement of pupils**

Pupils make at least good progress throughout the school because teaching and support are good. Pupils experience a range of activities that are well matched to their abilities and targets. Their achievements in all areas of the curriculum develop as they become increasingly confident in their language skills throughout the school. The school has adopted a 'talk for learning' programme which is implemented throughout the school and consciously followed throughout the curriculum. This assists the rapid development of speaking and listening, creating opportunities for paired discussion and deliberate structuring of pupil responses. This plays an important part in giving pupils confidence to speak in front of others, promoting self-esteem, respect for others and engagement in lessons.

In the Reception class children acquire and use their knowledge of letters and sounds well in a range of activities, making rapid progress from starting points which are typically low for their age. Pupils' reading skills at the end of Key Stage 1 are still below average but compared to previous years there has been recent and secure improvement. By the end of Year 6, for the large majority of pupils, attainment in reading is average. Those who are not at the expected level have still caught up considerably given their individual reading levels when at the end of Key Stage 1.

Attainment in English and mathematics shows an improving trend with pupils making good and improving progress across the school. All Year 6 pupils in 2011 performed either in line with or exceeded their expected scores based on their Key Stage 1 results. The evidence from school records and work seen in pupils' books and in lessons is that the current standard of work in Year 6 is below but approaching the national average.

Pupils say that they usually know how well they are doing and that they learn a lot in lessons because the school helps them to do as well as they can. Those pupils who speak

English as an additional language make outstanding progress due to the skilled teaching and support the school provides. This includes those joining at different times throughout the school. Disabled pupils and those pupils with special educational needs make good progress. There is a good range of strategies in place to support them in class and in small groups. In this very inclusive school disabled pupils and those with special educational needs join in all that the school has to offer and work effectively alongside their peers.

## Quality of teaching

In the lessons observed the teaching was mostly good; in a few lessons it was outstanding and it was satisfactory in just a few others. Teachers are committed to achieving the very best for their pupils. They show good subject knowledge, have high expectations and plan the work well to enable each pupil to experience both challenge and success in most lessons. A good range of teaching and learning styles are used with well organised activities and resources. There is good emphasis on speaking, listening and writing skills and teachers make good use of praise in recognising and encouraging pupils' achievements. Good use is made of other adults in the classroom. A number of parents also provide one-to-one help with reading for younger pupils.

In the best teaching, probing questions prompt pupils to reflect on their learning by focusing on the methods they use. For example, following a mathematics game pupils in Year 6 were asked to explain the strategies used in adding decimal numbers. Another common feature seen both in singing and in mathematics was the structuring of activities to provide increasing challenge to accelerate pupils' development of skills and understanding. Pupils are developing as independent learners through researching areas of interest and in planning science investigations and experiments. Discussing the design of an experiment resulted in Year 6 pupils' detailed and secure understanding of a fair test in a science lesson. Well planned and structured lessons successfully created a 'buzz' in the classroom with pupils purposefully engaged and interested. Aspects of the less successful teaching include: extension opportunities that were not fully exploited; pupil discussions slowing the pace of learning and causing some confusion with less knowledgeable pupils working together; intended lesson outcomes were not understood by the pupils; and work that lacked sufficient challenge for all pupils.

The impact of teaching on pupils' spiritual, moral, social and cultural development is excellent. Pupil engagement in lessons is good, encouraged by the deliberate and strategic development of language skills through the school's focus on 'talk for learning'. Year 1 pupils are helped to talk and listen to each other in correcting their work with structured sentences that address each other by name. Similarly Year 5 pupils were asked to review their work in paired discussion using the structured opening, 'I found it hard because...' Consequently, pupils work extremely well in social groups. They value each other's contributions and listen carefully to each other. They appreciate that everyone has the right to a view and are prepared to consider different options and opinions.

Pupils in both the questionnaire responses and in discussion recognise that teaching is good. They feel they get a good education because teachers make learning interesting and fun, giving them lots of support if finding their work difficult. The questionnaire for parents and carers showed that the majority of parents and carers strongly agreed their child is taught well and that the school helps their child to develop skills in speaking and listening, reading and writing and in mathematics. This is consistent with inspection findings.

## **Behaviour and safety of pupils**

Pupils are safe, settled and happy in a stimulating learning environment. The mutual respect shown between pupils and staff and between pupils is an important part of the excellent behaviour that contributes to the good teaching and learning in the school. Pupils know that poor behaviour has consequences and appreciate the 'golden-time' reward system which is effective in motivating most pupils. The school's 'Olympic challenge' also looks to encourage and reward better attendance and punctuality as well as self-confidence, discipline and esteem. Attendance over time is broadly average and is better than that found in similar schools. The school's recent drive on punctuality is having a positive impact. Initiatives have included a breakfast club in the community annex and allowing earlier access to the school. Excellent behaviour in lessons and average attendance are reflected in the overall judgement that behaviour and safety are good.

Pupils understand different types of bullying. They are unaware of any racist or homophobic incidents in the school. Pupils say that bullying is rare and any incidents of name calling are quickly dealt with. All pupils from whatever culture or background get on well together in this diverse yet inclusive and harmonious school.

Talking with pupils reveals that they feel supported and cared for by the staff. They enjoy school and each other's company and know they can talk to staff if they are worried about anything. In the questionnaire responses a small number of younger pupils said they did not feel safe in school. The principal is aware of some pupils' difficult family circumstances which could contribute to feelings of insecurity. In school pupils are well supervised at all times. They particularly enjoy their play in the well equipped playground area. The large majority of parents and carers agreed that there is a good standard of behaviour at the school and that lessons are not disrupted by inappropriate behaviour.

## **Leadership and management**

This secondment of the headteacher has increased parental involvement in the school and greater integration of the school in the community. The head of school is responsible for day-to-day running of the school and has the confidence of the teaching staff. Good communication ensures that the arrangement works well. With other local primary schools Horton Park employs a School Improvement Partner who provides welcome support, challenge and mentoring for the senior leaders. This collaboration and the consistent approach of the senior leaders have resulted in priorities for the school that focus sharply on raising attainment by improving the quality of teaching. These priorities are well understood and shared by all staff and governors. The work of the governing body is good, with governors using their various experiences and skills to contribute well to the school. They work with and are prepared to challenge the senior leaders, leading to refined vision and practice.

The areas for improvement identified in the previous inspection have been addressed and continue to be a school priority. The school's monitoring and evaluation of its teaching is accurate and provides a good basis for the identification of professional development which enhances the quality of teaching. Senior leaders, using a consultant, work together well to support teachers in their professional development. There are also some opportunities for consideration of good practice through peer observation and critical review.

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Pupils enjoy all the school has to offer, especially the practical aspects of learning and the wide range of visits and clubs that extend their learning experiences very well and develop talents in sport and the arts. The curriculum is appropriately tailored to meet pupil needs. In response to a request from pupils on the school council, more science has been introduced in Year 6. During the inspection there were school trips to a local industry museum, an Anne Frank exhibition and to Chester Zoo. Links with a rural primary school have been established and include return class visits. Attractive displays around the school exploit current topics such as the diamond jubilee and the forthcoming Olympic Games. Other displays celebrate the work of the Bradford-born artist David Hockney. These displays and the varied activities are effective in enriching the curriculum and the life experiences of pupils.

The school promotes equality of opportunity effectively in its day-to-day functioning as a cohesive diverse community that is intolerant of discrimination in any form. Parallel assemblies are held offering Muslim, Christian and 'Discovery' themes. These provide opportunities for reflection and make a good contribution to pupils' social, moral, spiritual and cultural development. Safeguarding and child-protection procedures and practices are securely in place and meet national requirements.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 March 2012

Dear Pupils

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

Thank you for your friendly welcome when we came to inspect your school. We enjoyed meeting you and we are particularly grateful to those of you who gave up your time to meet with us and talk about your school.

We found that Horton Park is a good school that is an important part of your community. Your teachers and other helpers want you to do the best you can. They teach you to behave well and to treat everyone with respect. We like the way you are encouraged to talk to each other and help each other when learning new things. This helps you make really good progress, particularly in English, reading, writing and mathematics. Your excellent behaviour in lessons also helps you learn. You know that bullying is wrong and that if it happens your teachers will quickly deal with it. Your school gives you good opportunities to find out about the different ways people live and also to visit interesting places.

Your principal and head of school work together with your teachers to make your school the best it can be. To help in this we have asked them to give you plenty of challenges in your work and to let you know how to succeed in them. We also want the very best teachers in your school to help other teachers become even better. This means that you will have to work hard to meet these challenges!

Thank you again for making us so welcome. We wish you well and are sure that you will enjoy your exciting new building when it is completed.

Yours sincerely

Mick Blaylock  
Lead inspector

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