

Horton Grange Primary School

Spencer Road, Great Horton, Bradford, West Yorkshire, BD7 2EU

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The executive headteacher's leadership is very effective. He constantly ensures the spiritual, moral, social and cultural aspects of the curriculum are outstanding. His strategic approach and determination result in as much success as possible for all pupils.
- The very able head of school has a crystal clear overview of the key strengths and weaknesses of the school. She is extremely well supported by senior and middle leaders who have a range of high-quality and diverse skills.
- Together leaders ensure that teaching and pupils' achievement continue to improve. Leaders' consistent and rigorous approach to the analysis of all data is impressive.
- Pupils' achievement is outstanding taking into consideration their starting points. Leaders recognise that pupils often find the higher-level reading skills difficult.
- Governors are extremely skilled. They are very supportive of the school. They constantly challenge leaders to improve and to provide exemplary practice and outcomes for all.
- Pupils' behaviour is outstanding and their attitudes to learning are exemplary. Very effective arrangements are in place to ensure all pupils are safe and all safeguarding requirements are fully met.
- The new provision for two-year-old children gives them an excellent start with a very smooth transition into nursery.
- The provision in the early years ensures that all children get off to an excellent start and are more than ready for their learning in Year 1.
- The quality of teaching is outstanding. All staff are experienced and highly trained in different aspects of provision. This, along with exceptionally high levels of care, ensures pupils achieve extremely well from their starting points.
- The support staff are a huge strength of the school. They are extremely well trained and highly focused on pupils' well-being, personal development and academic achievements.
- Pupils make rapid and sustained progress over time. As they move up through the school, pupils are consistently well supported to achieve the very best that they can.
- The pupils who speak little or no English and who enter and leave the school at various times throughout the school year, often make outstanding progress during their time at Horton Grange.
- Lunchtime activities, before and after-school clubs, the '100 Curriculum' experiences with trips, visitors, residential visits, information and communication technology (ICT), Spanish, Arabic, music and sport are all particular favourites of the pupils. They say that they are learning to interact socially, which they know is a skill they want for life.
- The 'Healthy Body, Healthy Mind' project ensures pupils are involved in a whole-school focus on getting fit that promotes excellent well-being.

Information about this inspection

- The inspectors observed teaching and learning in many lessons involving different teachers. Some observations were carried out jointly with the executive headteacher, the head of school and the deputy headteacher. Walks around the school were conducted and learning was observed in different key stages with the executive headteacher and the head of school. The inspectors listened to pupils read from Years 2, 3, 5 and 6. They observed support for pupils in whole-class sessions, in groups and with individuals.
- The inspectors looked in detail at the work in pupils' books, files and online from across the age groups. They held a meeting with four groups of pupils who talked about their work and their perceptions of the school.
- The inspectors held meetings with senior and middle leaders, teachers and support staff and different groups of pupils. They interviewed members of the governing body and spoke to representatives from the local authority.
- The inspectors looked at a wide range of documentation including, the school's summary of its view of its own performance, the school development plan, policies and procedures in relation to safeguarding, information about pupils' attendance and behaviour, records of the monitoring of teaching and learning, information about pupils' achievement and minutes of meetings of the governing body.
- There were 15 responses to the online questionnaire for parents (Parent View). The inspectors discussed summaries of the school's own parental questionnaires. They also took account of the 34 responses to the staff questionnaire.

Inspection team

Jean Tarry, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Pamela Hemphill	Additional Inspector
Michael Platt	Additional Inspector

Full report

Information about this school

- Horton Grange Primary School is much larger than the average-sized primary school.
- The vast majority of pupils speak English as an additional language.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is higher than the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- There is a much larger proportion of pupils than is usual who enter and leave the school at other times than at the start and end of the school year.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics, by the end of Year 6.
- The school provides before- and after-school clubs and a range of extra tuition sessions.
- There are links with pre-school provision on site. This provision for two-year-old children was registered with Ofsted in April 2014. This child care is inspected separately by Ofsted.
- Early years provision is part time for Nursery and full time for Reception.
- The executive headteacher leads two schools: Horton Grange and Copthorne Primary School in Bradford. The executive headteacher is a National Leader in Education. He is the co-chair of the Bradford Primary Improvement Partnership. He also leads Exceed (in Bradford) Teaching School Alliance.
- There is a head of school on site who is in charge of Horton Grange Primary School on a day-to-day basis. She is a member of the Bradford Safeguarding Children's Board. She is also accredited to deliver training to senior leaders through the National College.
- The school leads on School Direct salaried and non-salaried recruitment for the Exceed in Bradford Teaching School Alliance.
- The Chair and vice-chair of the Governing Body are both National Leaders in Governance.
- The school's recent developments are the provision for two-year-olds, the new school library and the outdoor refurbishment.
- The school's recent accreditations include: A School of Sanctuary, Investors in Pupils, ICT Mark, Healthy School status, International Schools Status, The Stephen Lawrence Award Standard for Race, Equality and Diversity Level 2, Investors in People (Gold) and the Drugs Chartermark.

What does the school need to do to improve further?

- Ensure that the teaching of reading provides higher-order reading skills to assist pupils to develop a much deeper understanding of the text, particularly for those who are new to English or speak English as an additional language.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher provides very effective and extremely purposeful leadership. His continuous drive and ambition to provide a high quality of education for all pupils are impressive. The head of school supports this work extremely well and has been instrumental in monitoring and evaluating the impressive curricular provision.
- The senior leadership team members continually share ideas and look for ways to improve the school's work. The school is very well placed to maintain and possibly improve progress measures reached at the end of Years 2 and 6 in 2014. Leaders clearly demonstrate that pupils' progress has improved since the last inspection.
- Leaders' checks of the school's performance ensure that they have a good understanding of what is working well and what requires further attention, particularly when looking at pupils' work. Plans to make improvements are discussed weekly at leadership meetings.
- Teaching has improved significantly across the school because leaders make regular and meticulous checks on its quality. Senior leaders look carefully at the plans for lessons, the lessons taught and the pupils' progress in their work. They ensure that the pupils are involved in this cycle of monitoring so that their views are regularly taken into account. Staff also comment, 'Leaders are very clear about the direction of the school and listen to our views. It's a good place to work as the work is focused on pupils' progress in their basic skill and language acquisition.' Any weaker aspects of teaching are tackled very quickly and effectively through targeted support. The management of teachers' performance through setting targets linked to pupils' performance is excellent and has a very positive impact on pupils' learning.
- The work of middle leaders is highly effective. They ensure that there is much that enriches the curriculum and strive to make it as exciting as possible. The head of school makes it her mission that all pupils at the school are involved in '100 Cultural Experiences' from start to finish and this is tracked by the school. This includes visits, visitors and residential stays. For example, the children in the Nursery visit Manchester Airport, Year 2 experience a puppet show about Little Red Riding Hood, Year 6 are involved in a range of opportunities: first aid at the Royal Bradford Hospital, visiting Whitby links with Dracula, exploring gorge scrambling, orienteering, tree climbing and caving in Ingleborough. There is a whole host of opportunities for these pupils to enjoy during their time at the school. The school website has many outstanding examples of how pupils learn about life in a multicultural society and celebrate British values, preparing them well for their future lives.
- The school develops pupils' spiritual, moral, social and cultural awareness outstandingly well. Pupils are taught to build their learning powers. This enables them to be reflective and to persevere with their tasks, such as reasoning in their mathematical development, especially when they have to solve very challenging problems. The school's impressive new library is helping pupils to target improvement in their work on a regular basis, particularly with comprehending difficult reading material. However, the leaders recognise there is more work to complete in this area. One pupil made the following typical comment: 'It is very hard for us to gain a deeper understanding of a complicated text in English especially when it is our second language. We can often read it and understand it but we need more time to get a deeper understanding. We really find these tasks very difficult.'
- Equality of opportunity is promoted very well and leaders and governors are committed to tackling discrimination of any kind. Leaders ensure that very positive relationships are established, particularly with parents and outside agencies. A typical comment from parents stated, 'The school has a strong focus on education and learning for all the pupils. We are proud and very happy that our children go to this school. We are very lucky to have this excellent school in our area.'
- Outstanding leadership ensures the pupil premium funding is used exceptionally well to enable eligible pupils to make as much progress as others in the school.
- The primary school PE and sport funding is used very effectively. The school's leadership has used it to purchase resources and to provide coaching for teachers to improve their skills. The uptake of sport in the school is now much greater than before this funding was introduced.
- The leaders monitor all the provision very well by looking very carefully at the attendance, behaviour and progress of pupils on a regular basis. This is a huge strength of the school which provides excellent outcomes for all pupils.
- Leaders provide pupils with excellent advice and guidance to help them make informed choices about the next stage of their education as they transfer to a wide range of different high schools.
- Procedures and policies for safeguarding pupils are fully in place and arrangements are outstandingly effective.

- The local authority provides light-touch support for this school. The school works with a number of local schools in the local authority in a network. The executive headteacher works very effectively with other providers to share some of the exemplary practice from the leadership and management of Horton Grange. The school is held in very high esteem by the local authority.
- **The governance of the school:** The governing body is extremely knowledgeable and has a range of highly skilled professionals on board. Governors know the school really well and use all the relevant information and data about pupils' progress very effectively to compare the school's performance with that of other similar schools locally and nationally. They have ensured that governance has improved significantly since the last inspection and it is now highly effective. Governors provide excellent, robust and rigorous support and challenge in a quest for ongoing improvement, particularly in the acquisition of language across the school. Governors know how good the quality of teaching is and will not stand for anything less than consistently good or better for the pupils at the school. They know the importance of focused school performance management and its link to pay progression. They always ensure the pupil premium is used very effectively to make a significant difference to individual pupils, resulting in outstanding progress. The governing body checks on the effect that funding has on pupils' progress in all subjects and has made a very positive impact on the improvements achieved in many areas over the last three years.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. There is a very calm, extremely orderly approach to the beginning and end of the school day and all learning activities. Pupils' attitude to their work is exemplary and this makes an extremely positive contribution to their outstanding progress. Activities in lessons often capture pupils' interest and so they thoroughly enjoy the tasks set. The work is never too easy; pupils are always thoroughly engaged as a result and the pace of their learning is often rapid in their writing and mathematics.
- Pupils are extremely proud of their school and of their tremendous achievements. During the inspection, pupils spoke very highly of their experiences with a typical comment being, 'We are so proud of all our work and our different achievements. This makes us think we can do very well indeed and when we leave school we want really good jobs. This school has taught us so many different things about behaviour, safety and how to get on with other people from different parts of this country and in other countries.' Pupils wholeheartedly agree that the school is really helping them to improve their academic achievement and behaviour to ensure they are the very best they can be.
- There is a behaviour policy that pupils know about and follow closely. Pupils are clear about what is and what is not acceptable behaviour on the playground. The outdoor playground areas are busy places and, as a result, behaviour is monitored very well, which ensures very sensible play. All adults are excellent role models for pupils, particularly in relation to attitudes and manners. Playtime supervision is excellent. The behaviour in the dining hall is exemplary and a model of operation due to excellent systems and processes to manage the very large numbers. Pupils feel very safe and they know that they have an adult to go to if they need any assistance whatsoever.
- When asked what is special about the school, pupils say, 'Everyone is so friendly. We enjoy coming to school. We actually really enjoy learning because we learn it is okay if we make any mistakes. We don't get told off. We are taught that we learn by making mistakes and correcting them. Our teachers help us to learn new things all the time.'
- Pupils are extremely polite, courteous and are well mannered to each other, to staff and to visitors. They help and support each other very well in class with their work and outside on the playground. They reflect during lessons; they are taught to listen to each other and to discuss their ideas sensibly to constantly improve their own learning. Their learning statements help them to build their own learning power to reflect, to be resilient, to use their imagination and to cooperate with others.
- Pupils are extremely well behaved in and out of the classroom. The older pupils look after the younger ones in the dining hall or on the playground and this develops their sense of responsibility. There are lots of school monitors, for example, for the new school library, for recycling, for registers, for music and computer studies. All of the initiatives help to ensure that the school runs very smoothly on a daily basis. All pupils are well aware of how to stay safe when using the internet and social media sites.
- Tolerance, mutual respect and acceptance of diversity underpin Horton Grange's approach to fostering excellent relationships across the school. This results in a harmonious, diverse learning environment.

Safety

- The school's work to keep pupils safe and secure is outstanding. So many aspects of this work are excellent; for example, regular meetings ensure all staff have a very accurate overview of individual pupils to ensure that they are kept really safe and well. The timely intervention by well-trained, highly focused staff allows pupils to catch up rapidly with their classmates and this makes them feel happier, safe and secure. This is particularly the case when any pupil has a difficulty with the language, as support staff provide very effective help and ensure all pupils feel included.
- Learning about the many different types of bullying feature strongly in assemblies and lessons. Consequently, pupils are able to recognise the difference between bullying and falling out. They informed inspectors that bullying very rarely occurs. When it does, staff are extremely vigilant in monitoring the situation and sort issues out very quickly. The pupils are very confident about approaching any adult in school if they need help to resolve any issue.
- Weekly attendance percentages are displayed in classrooms to ensure everyone knows regular attendance is a really high priority. Attendance is similar to the national average. Staff attendance and morale are very high. Staff have regular contact with parents and this communicates the school's expectation to ensure good attendance at school. The school has effectively impressed upon parents the need for their children to attend school regularly and this has paid dividends. Pupils really do enjoy coming to this school as they want to learn more and more. They realise the need for really good attendance and enjoy the rewards they receive when they come to school regularly.

The quality of teaching

is outstanding

- All school information, inspection evidence and work in pupils' books indicate that the quality of teaching in all key stages is outstanding over time. As a result, pupils make outstanding progress in reading, writing and mathematics as they move through the school. Teaching has improved since the previous inspection and this reflects in the pupils' higher standards across the school, especially in 2012 and 2013.
- The teaching of English is outstanding, especially in writing. Improvements in the teaching of phonics (letters and the sounds that they make), including intensive support programmes to boost reading performance, have had a very positive impact on raising standards in reading year-on-year. However, some pupils learning English as an additional language say that they have difficulty when they have to demonstrate a deeper understanding of a particular text. Sometimes the teaching does not always give pupils enough time or maintain a focus on improving pupils' inferential and deduction skills.
- Pupils make outstanding progress in writing. The quality of marking of pupils' written work across the year groups and subjects is very consistent and extremely effective. Pupils receive very clear instructions about how to improve their writing. They are given time to address any misconceptions. This enables them to make progress by, for example, refining their work using their purple pens. Teaching ensures that pupils carefully consider the most appropriate vocabulary and sentence structure to use. The most able writers are challenged effectively. This was seen by inspectors when some of the most able pupils were researching a visit to the seaside, and others were finding out about the legacy of the Greeks and the Olympic Games.
- The teaching of mathematics is very strong across the school. All of the tasks provided are extremely well matched to pupils' ability, including for the most able. Pupils are provided with activities and challenges that stretch their mathematical thinking skills effectively. There is effective support in place to help those who are having difficulty accessing the mathematical language.
- Expectations of what pupils are capable of achieving are very high. Pupils are moved on swiftly and expertly as soon as they need further elements of challenge. Older pupils, for example, grappled with money calculations related to buying furniture and working out the tiles needed for the home of King Henry VIII. They were delighted when they achieved their task.
- From entry to the school to Year 6, pupils are continually motivated and engaged by their tasks and activities. Teacher assessments of what pupils already know and can do are rigorous and used effectively to plan future learning. Activities closely meet pupils' varying needs and abilities and have a very clear purpose.
- All teaching assistants and trainees are a huge strength of the school. They are very well trained by the teachers, who are excellent role models in the classroom with a focus on pupils' well-being, personal development and academic achievements. They are instrumental in delivering high-quality programmes of support in English and mathematics across the whole school.

The achievement of pupils**is outstanding**

- Children enter the school with basic skills that are significantly below those typical for their age, mainly due to very limited English language acquisition. Often children enter with little or no understanding whatsoever of spoken or written English. After an excellent start to learning in the pre-school and early years, between Years 1 and 6 all groups of pupils make outstanding progress.
- By the end of Year 2, pupils have reached overall standards that are below the national average. However, because of constant improvements in teaching, standards are improving quickly across Key Stage 1, especially in reading. Pupils' progress from the end of Reception to Year 2 is outstanding and the trend is improving. Expectations of what pupils are capable of achieving are very high. Pupils complete activities that are always very well matched to their level of ability and, therefore, they achieve their very best.
- By the end of Year 6, pupils reached above-average standards in reading, writing and mathematics in 2012 and 2013. Standards in 2014 dipped. This was due to a high percentage of pupils moving in and out of the school in this particular year group. Nevertheless, in 2014 the proportions of pupils who made the progress expected of them and those who made more progress than expected were still favourable compared to the national figures, especially in writing.
- Standards in 2012 and 2013 at the end of Year 6 in English and mathematics rose rapidly after those reported in the previous inspection. In 2014, the proportion of pupils who reached the expected National Curriculum Level 4 overall in writing and mathematics was average. This represents outstanding progress from their starting points.
- The proportion of pupils who made the progress expected of them and the proportion who did even better than this both compared favourably with the national picture, particularly in writing. School data, confirmed by inspection evidence, show that currently Year 6 pupils are attaining at the expected level or above in reading, writing and mathematics and this is as high as standards attained in 2012 and 2013.
- The most able pupils achieve very well. They are always challenged in their learning and are extremely well motivated to do their very best, particularly in Year 6. In 2014, some pupils achieved Level 6 in mathematics and spelling, grammar and punctuation, which also demonstrated the outstanding achievement at the school.
- Disadvantaged pupils achieve well and make good and often outstanding progress in reading, writing and mathematics. In Year 6 in 2014, the gap in their attainment compared with that of other pupils in the school narrowed to less than half a term in mathematics. Their attainment was one term ahead of others in the school in reading and about half a term behind the others in writing. However, their attainment was lower than that of other pupils nationally, by two terms in writing and by nearly three terms in both reading and mathematics. School data and inspection evidence show that disadvantaged pupils across the school make similar progress to others. Any remaining gaps continue to close as a result of rigorous tracking of the achievement of pupils and outstanding teaching.
- Disabled pupils and those who have special educational needs make good and often outstanding progress because of the effective support that they receive from teaching assistants and specialist support staff.
- Pupils achieve well in reading considering their starting points. Reading tasks present ongoing challenges, especially when pupils are asked to read for a deeper understanding. Pupils enjoy the wide range of reading materials on offer in classrooms and are thrilled with the new library, especially the circular chair. They have a good understanding of high-frequency words and this supports them very effectively to succeed with reading tasks.

The early years provision**is outstanding**

- Most children start the Reception Year with skills that are significantly below those typically seen. This is because the vast majority enter Reception with little or no understanding of English. Children make outstanding progress during their time in the early years because they are well supported, especially in acquiring literacy and numeracy skills. When they leave the Reception Year, there are still some who have not reached a good level of development, particularly in the communication, language and literacy aspects of their learning. However, the majority are well prepared for their next stage of learning in Year 1, especially in terms of readiness for learning.
- Teaching is outstanding. It is extremely well organised and provides a very calm atmosphere so children feel very safe and secure. Relationships are outstanding and conducive to outstanding progress for all the

children. Teaching ensures that learning is really enjoyable and that the activities provided always meet children's varying needs and abilities. For example, children enjoy learning about the letters and the sounds that they make, sharing familiar stories, rhyming songs, dressing up in the role-play area, or finding out about the many different forms of transport. During the inspection, some children were investigating early writing skills through mark-making activities both inside and outdoors.

- There is a strong emphasis placed on developing children's social skills and their readiness for learning before they enter Year 1. Children are very well able to clear up after activities both inside and outside and very confidently make their own decisions about what they want to play with next. They follow instructions from all the adults extremely carefully and behave exceptionally well.
- Excellent leadership and management ensure that provision in the early years is outstanding. The staff ensure that safety procedures are really robust and that the partnerships with parents are forged early on in the children's school life. The use of their home/school books is a particularly helpful way of sharing information about the children's well-being and their learning. Parents agree that the provision in the early years is excellent and they are very happy with the warm, caring, friendly welcome given by all the staff.
- The school works actively to involve the new pre-school setting for two-year-old children in seamless transition programmes. There are very strong relationships with the setting and this provision is extremely well staffed by highly trained, very focused, dedicated staff who concentrate on children's readiness for learning and transition into the Nursery class. This helps these very young children to settle into Nursery and Reception very well indeed.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107205
Local authority	Bradford
Inspection number	461860

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	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	750
Appropriate authority	The governing body
Chair	Saima Mahmood
Headteacher	Duncan Jacques
Date of previous school inspection	2 March 2011
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