

Inspection of Horton Grange Primary School

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

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Rebecca Marshall. This school is part of Exceed Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Duncan Jacques, and overseen by a board of trustees, chaired by Hearl Lenton.

Ofsted has not previously inspected Horton Grange Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Horton Grange Primary School to be outstanding for overall effectiveness before it opened as an academy. The school received an urgent inspection under section 8 of the Act on 4 and 5 February 2020. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are proud to attend this caring and inclusive school. They enjoy positive relationships with adults. Pupils know that if they have a concern, they can go to any adult in school for help. They are safe and happy.

The school has very high expectations for all pupils. Pupils are determined to do their best. From low starting points, pupils achieve highly in the end of key stage 2 national assessments.

Pupils' behaviour is exemplary. The school has set an ambitious standard of behaviour. Pupils know what is expected of them. The small number of pupils who struggle with behaviour receive the necessary support to help them succeed. Pupils value the calm learning environment and settle quickly to work. They are considerate of others and polite.

Pupils aim to model the 10 school values. They are proud of the certificates and the 'Marvellous Me' badges they receive for doing so. Pupils look after each other and demonstrate an empathy for those less fortunate. For example, they raised money for an international charity to support children living through war. Pupils care about the community they live in and readily take part in community initiatives, such as to promote road safety.

What does the school do well and what does it need to do better?

Pupils are enthusiastic about reading. They read regularly at home. Most pupils achieve well in phonics. Pupils read books that are well matched to their phonic knowledge. Pupils who fall behind are helped to catch up through regular practise sessions. From the early years, children are taught how to write their letters correctly and to spell simple words using their growing knowledge of phonics. However, pupils do not have sufficient opportunity to practise their letter formation. This results in them making many errors in their writing, continuing into key stage 1 and beyond. Staff do not address writing errors in pupils' work consistently.

The curriculum is ambitious. The school has carefully sequenced the knowledge and skills that pupils should learn from the beginning of the early years. Teachers are enthusiastic and have secure subject knowledge. They break subject content down into small steps of learning and select appropriate resources to support learning. However, there are some inconsistencies in how well the curriculum is delivered and the depth of pupils' subject learning.

Staff identify the needs of pupils with special educational needs and/or disabilities (SEND) and make adaptations for them through targeted adult support and the effective use of resources. Pupils with SEND have access to the same range of ambitious opportunities as their peers. On occasion, strategies to support pupils with complex needs are implemented too slowly. Leaders are aware and training is in place to support staff to do this effectively.

The school's curriculum and provision for early years, including for two-year-olds, is well planned. Clear routines and high expectations from the start of early years support pupils to behave extremely well. Children learn how to share and wait for their turn. They demonstrate increasing levels of curiosity, independence, and enjoyment. Adults interact with children extensively to develop their language and communication.

Improving pupils' attendance is a priority for the school. The school has established a wide range of strategies to improve pupils' rates of attendance. Leaders seek external support, where necessary. As a result, the attendance of most pupils is improving. A minority of pupils are still absent too often.

The school promotes pupils' wider development exceptionally well. There is a well-planned and age-appropriate personal, social and health education programme. Pupils learn how to keep themselves safe. They are taught how to be healthy, both mentally and physically. Staff teach pupils about respecting other people's faiths, cultures, and ways of life. Racism and discriminatory behaviour are not tolerated.

The school enriches its curriculum through carefully thought-out educational outings and experiences. For example, sporting tournaments, visits to places of worship and the opportunity to play a musical instrument. 'Young Leaders' in Year 5 are eagerly looking forward to completing their training to support younger pupils at breaktimes.

Those responsible for governance carry out their statutory duties effectively. Staff receive the support that they need to carry out their roles effectively. Most parents are positive about the work of the school. Some said they would like more information about what their child is learning and the progress they are making. Staff appreciate the consideration that the school takes towards their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some inconsistency in the implementation of the school's curriculum. As a result, there is variability in the quality of pupil outcomes across classes and some pupils do not remember the important knowledge they have learned. The school should ensure that staff across all classes are equipped to implement the curriculum effectively.
- Pupils do not get sufficient opportunities to practise the letter formation they are taught in phonics lessons. They make many errors in their writing and staff do not

address these swiftly or consistently. This means that pupils do not progress to composing pieces of writing with accuracy. The school should ensure that correct letter formation is embedded before children progress to writing composition.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143093
Local authority	Bradford
Inspection number	10346605
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	703
Appropriate authority	Board of trustees
Chair of trust	Hearl Lenton
CEO of the trust	Duncan Jacques
Headteacher	Rebecca Marshall
Website	www.hortongrangeacademy.co.uk
Dates of previous inspection	4 and 5 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of Exceed Multi Academy Trust.
- The school has provision for two-year-olds on site.
- There is an on-site breakfast club managed by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation.
- Inspectors met with the chief executive officer of the trust and members of the local advisory board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art, design, and Spanish. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The inspectors also looked at pupils’ work and discussed the curriculum with leaders in some other subjects.
- The inspectors considered the responses to the online questionnaire, Ofsted Parent View, including any free-text comments.
- An inspector listened to pupils from Years 1,2 and 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

Inspection team

Tracy Duffy, lead inspector	His Majesty’s Inspector
Karen Smith	Ofsted Inspector
Adrian Fearn	Ofsted Inspector
Tracy Millard	Ofsted Inspector

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