

Assessment for reaccreditation

School name and postcode Horton Park Primary School BD5 9LQ	School more able coordinator Saira Yousaf – AHT and Associate Leader
NACE lead assessor Barbara Firth	NACE support assessor N/A

School context

- Horton Park Primary School is located in Bradford in an area of high deprivation. This larger than average school, catering for pupils aged between 3-11 years is part of the Exceed Academies Trust. The school was judged by Ofsted to be good in May 2019. A recent review by external consultants confirmed the school's view that it is now provides an outstanding quality of education.
- Approximately two thirds of the pupils in the school speak English as an additional language with the majority being of Pakistani heritage. The proportion of students that are considered as disadvantaged is above the national average. The proportion of pupils that are disabled or have a special educational need is broadly in line with the national average but growing. The school hosts a Key Stage 1 resource base for pupils with complex needs.
- Pupils enter the school typically well below age related expectations. They make at least good progress across the school to reach standards above the national average. Their achievement by the end Key Stage 2 in all measures has been consistently above the national average over time. In 2019 71% attained the expected level in the combined measure as compared to 65% nationally with twice as many pupils as the national average attaining greater depth in the same measure. Current data indicates a similar picture of high achievement for 2022.
- The school is an IQM centre for Excellence and Flagship School.

Summary Statement

- The leadership of Horton Park Primary School is ambitious and aspirational for every child. As exemplified in its vision that 'Everyone Learns to Succeed', this successful school demonstrates a relentless focus on developing pupils into independent learners. As one Year 6 pupil said, 'Children are motivated here, and they learn a lot whilst really enjoying themselves.'
- Staff know the pupils and their families very well including both their strengths and barriers to success. As a result they are able to provide a curriculum that meets individual needs. As a consequence, attainment and progress continues to be well above the national average, including that of disadvantaged students.
- Equally, success in sporting, and cultural activities is as highly prized and the standards achieved in these subjects and the quality of work produced are high.
- Pupils are eager learners who are extremely well-supported and celebrated.

- The leadership of the school encourages all staff to develop their pedagogy through good quality professional development opportunities and, as a consequence, the school is a reflective learning community with the capacity and determination to innovate and develop.

Progress towards previous identified key action points

The assessor notes that despite the pandemic, good progress has been made against all identified key actions.

Provision and outcomes

- Continue to strengthen transition from Key Stage 2 to Key Stage 3 by further developing links with the local high school. **Good progress has been made in seeking and strengthening links with local secondary schools and the school is planning post COVID to re-establish and strengthen the provision further.**
- Continue to develop links with parents of MAT pupils, especially those who are hard to reach so that they can support their children's development and progress. **The school has established robust systems to establish links with parents and provide support for families.**
- Develop individual plans for exceptionally able pupils and include as an appendix to the MAT Policy. **These are in place and case studies shared during the assessment demonstrate how effective support has been for these pupils and those with multi-exceptionality.**
- Continue to increase the proportion of children that exceed expectations at the end of Reception. **The new EYFS curriculum has changed the complexion of how children's achievement in the early years is measured. However, the school responds to individual needs and provides appropriate provision for those children who demonstrate that they are ahead of their peers.**
- Continue to establish links outside of the school that will contribute to raising pupils' aspirations for their future. **This continues to be work in progress although the school can cite a number of examples of successful links they agree that post Covid more work needs to be done here.**
- Monitor the development of the school's 'talk for learning' and collaboration pedagogical approach to learning to ensure consistency across all classrooms. **Evidence observed during lesson visits and in discussions with pupils would support that good progress has been made however it remains post pandemic a central focus in planning for all subjects.**

Where teaching and learning for challenge is good or better

- Ensure that there are no glass ceilings to achievement at the highest level through limiting challenging tasks to identified MAT pupils by making them available to all pupils. **The school has introduced new class pedagogy focused on 'Challenge for All'. This approach is well-embedded in mathematics through the mastery approach to learning and is now being cascaded to other subjects.**
- Ensure that the outdoor area in reception is as rich in language prompts as that seen indoors. **Recent flooding of the EYFS classrooms has impacted on the progress that had been achieved. This remains an area for development.**

Summary of strengths for provision and outcomes

- The headteacher, governors and the extended leadership team have created an environment in which staff and pupils can have high expectations of themselves and of one another. There is a relentless pursuit of knowledge and excellent provision so that pupils can and do develop into effective learners.
- The school actively promotes and celebrates the diversity of the school population and its locality but at the same time has a clear focus on developing pupils as global citizens. Opportunities for cultural capital are thoughtfully and progressively planned by every subject leader so that pupils have the opportunities that will enable them to be successful in their own community and beyond.
- Provision for the more able and talented is robustly monitored, evaluated, and very ably led. The highly skilled and enthusiastic lead ensures that all staff are well-informed and fully committed to raising achievement for more able pupils. As one member of staff said, 'We have all been part of the journey to maintain the Challenge Award.'
- The school's policy for more able and talented provision is robust and explicit in the identification of, expectations and provision for more able students. Subject leaders have a clear vision of what makes a more able learner in their discrete subject ensuring that those pupils with ability can achieve highly in any subject.
- Talent as well as academic success is nurtured and equally celebrated. There is a good range of opportunity for pupils to take part in visits, clubs, and enrichment activities in which they can develop their talents such as chess and debating to a high level.
- Those pupils that are exceptionally able or demonstrate multi-exceptionality are well supported. Useful and informative IEPs are in place and case studies demonstrate the good progress these pupils make.
- The robust systems for monitoring pupil progress ensure that any underachievement is quickly identified and responded to in a timely manner.
- Transition arrangements both across the school and on to the next stage of education are increasingly robust. The school is developing good links with local secondary schools.
- The curriculum is broad, balanced and demonstrates a clear progression across the school. There is a good balance between skills and knowledge in all subjects as evident in pupils' books.
- Teachers' subject knowledge, high expectations and the pedagogy they consistently deploy ensure that high standards are sustained over time and that pupils make at least good progress during their time at the school.
- The climate for learning is positive and engaging. Pupils are very well-behaved and have particularly good relationships with their teacher that are both enjoyable and conducive to hard work.
- The teaching and learning policy underpin the pedagogical approach that is consistently applied in the classroom.
- Pupils are supported in becoming resilient and independent learners through both high expectations in the classrooms and opportunities available in the extended curriculum.
- Pupils are developing into articulate and confident speakers because the balance of 'talk' in the classroom is weighted heavily towards the pupils. In every classroom visited pupils were working hard and engaged in collaborative and purposeful talk with their partners or in groups.
- Pupils spoke positively of the way they are challenged in lessons citing, in particular, the different ways that teachers support them through for example group work; timed activities; collaborating with their peers and having resources such as dictionaries and thesaurus at

hand. As one pupil said, ‘the teachers verbally motivate us with inspiring speeches but give us the time to get a lot of work done.’

- The school’s focus on developing a culture which encourages a ‘love of reading’ has been highly successful. The school’s adoption of adult supported ‘Group Reading’ model together with their new phonics programme ensures that those pupils that develop their reading skills at a faster rate are well-supported in using and understanding high level vocabulary. Pupils’ enjoyment of reading is evident in displays, reading journals and as observed in phonics and group reading.
- The whole staff is a reflective learning community. Support staff are trained alongside the teaching staff and share the same high expectations as their colleagues. Professional development is focused on developing pedagogy that will impact positively on all pupils and particularly for those that are more able and talented.
- Opportunities for pupils to develop their leadership skills is a strength and developing to include an opportunity for more able pupils to be Subject Ambassadors.
- One of the school’s case studies focused on how remote learning can be further developed to support pedagogical development and its impact on assessment for learning. The second case study demonstrated how more able pupils with multi-exceptionality can be effectively supported through secondary transition.
- Monitoring and evaluation are very thorough and both parents and governors are kept very well informed about both children’s well-being and academic development.

Summary of strengths for teaching and learning

Sessions were observed in Nursery, Reception and in both Key Stages 1 and 2. The quality of provision was consistently good with some outstanding features and demonstrated:

- Teachers’ good subject knowledge and understanding of how to ‘challenge’ all pupils.
- High expectations of responsibility for pupils’ self-assessment of their own learning.
- A good balance of teacher and pupil talk with a focus on purposeful learning through collaboration.
- Pupils’ excellent attitudes to learning. They are increasingly confident, independent, and enthusiastic as they go through the school.
- Engaging resources, including ICT and varied differentiation of activities which promoted learning in depth. Pupils said that they particularly liked the ‘sticky starters’ in maths and ‘spelling quizzes’ in English, both of which helped them remember and retain what they had learnt.
- Expectations for good quality work and presentation is embedded across the school.
- Questioning which challenged and probed students’ thinking and supported language development.
- A focus on technical and subject specific vocabulary.
- An extremely positive environment for learning which celebrates and showcases exemplar work and outcomes.
- Encouraging pupil enquiry to extend their learning and understanding.
- Well deployed and knowledgeable support staff.

Areas for development

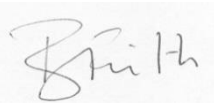
- Consider developing a succession plan for the role of the more able coordinator as a professional development opportunity and to ensure sustainability over time.
- Continue to find ways to target the hard-to-reach parents of more able and talented pupils with a focus on raising their aspirations for their children’s future.
- Subject leaders to continue to work on embedding the low threshold-high ceiling approach to challenging pupils so that there is a consistency across subjects in meeting the needs of more able learners.
- Post Covid, re-establish and develop the range of opportunities for cultural capital and enrichment.
- Continue the focus on developing ‘oracy’ through:
 - Embedding the recently introduced Group Reading Model and phonics programme.
 - Ensuring that the current Reception children have enhanced support in transitioning into Year 1.
 - Developing the planned Forest School intervention
 - Organising debating competitions between schools.

Key issues

Key action points:

*to be included on the school’s **Key issues matrix***

- Continue to collaborate with and share excellence with other schools in supporting their more able pupils to achieve their best.
- Continue to raise pupils’ aspirations through increasing the range of organisations that they are exposed to include those professions that require a high academic prowess, and consider working with organisations such as the Brilliant Club.
- Continue to build upon the findings of the case studies by further strengthening the transition process, especially for those pupils that are multi-exceptional and increasing the use of ICT to support independent learning and self-assessment.
- Introduce more opportunities for pupil voice by establishing the planned ‘Pupil Ambassadors for Learning’ and hold pupil discussion groups focusing on ‘learning’.

<p>Date of Challenge Award reaccreditation</p> <p>28th April 2022</p>	<p>NACE lead assessor signature</p> 
<p>Date Challenge check-in due <i>(+ 18 months)</i></p> <p>December 2023</p>	<p>Deadline for next reaccreditation <i>(+ 3 years)</i></p> <p>April 2025</p>