

Inspection of Horton Mill Community Primary School

Southlink, Glodwick, Oldham, Greater Manchester OL4 1GL

Inspection dates: 12–13 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this school?

Leaders, staff, parents, carers and pupils work together to make Horton Mill Primary a happy and friendly place to learn. Everyone feels proud to be part of the school community.

Almost all pupils speak English as an additional language. Pupils recognise and celebrate the similarities and differences that exist between them. Pupils care about and look after each other. For example, pupils involve their classmates in their playground games. Pupils told us that they wanted everyone to be safe and play happily alongside each other.

Older pupils thrive on their responsibilities. The Year 6 anti-bullying ambassadors look out for pupils who may be sad or lonely. They encourage friendships. They help other pupils to resolve any differences that they may have. Parents and pupils told us that, if bullying happens, teachers sort it out so that it stops.

Teachers have high expectations of their pupils. Pupils know what is expected of them and they behave well. Learning is exciting. Pupils concentrate and work hard. Pupils enjoy a wide range of trips and visits. They say these make learning fun and help them to remember more.

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

The leadership team has been in place for two years. Leaders have made many changes to the school and built good relationships with the community. Parents, staff and pupils spoke positively about these changes.

Leaders have created an ambitious curriculum so that all pupils learn well. Leaders have reviewed all subjects to ensure that the planning for learning is logical. In most subjects, pupils know more and remember more. In 2019, attainment in reading and mathematics in national tests at the end of key stage 2 continues to improve but remains weak. Leaders know that there is still more to do, particularly to tackle the impact of extended leave on attainment. They have clear plans to continue this improvement.

Leaders have clear expectations for pupils' attendance. Pupils enjoy the rewards that they receive for attending school regularly. Attendance has improved dramatically and is now similar to the national average. However, many pupils still do not attend school regularly. Despite leaders' best efforts, parents take their children on too much extended leave out of the country. This extended leave has a negative impact on pupils' learning.

Curriculum leaders have strong subject knowledge. Leaders make sure that teachers have the time to share this knowledge with each other. Teachers do not yet have enough subject knowledge to confidently deliver a modern foreign language.

Leaders place pupils' learning to read and developing a love of reading as their number one priority. Books are everywhere in this school. Teachers share their own enthusiasm for reading with pupils. Older pupils told us that reading takes them to imaginary worlds. They read widely and especially like the class reading book which they share together.

In the last two years, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check has not been high enough. Pupils catch up quickly and, by the end of Year 2, most pupils are reading fluently. Leaders know that pupils need to master their phonics as quickly as they can. They have clear plans to get more pupils achieving the expected standard the phonics screening check in Year 1. Leaders have recently introduced a new phonics programme. They have ensured that staff are well trained to deliver the programme.

In the nursery, children make rapid progress with their communication and language skills. They learn new words and become confident talkers. Children listen carefully and follow instructions. They enjoy singing and listening to stories. In the Reception Year, children learn to associate the sound of a letter with how to write it. Children form their letters with confidence.

Pupils with special educational needs and/or disabilities (SEND) are well supported and make good progress. Teachers adapt the curriculum so that pupils with SEND can fully access what is being taught. For example, teachers used a simpler version of 'Beowulf' so that all pupils could take part in the reading lesson.

Pupils develop their understanding of British values effectively. They show respect and tolerance to people of different faiths. Pupils understand that many different families exist in modern Britain. Pupils enthusiastically apply for a range of responsibilities, such as lunchtime helpers and playground pals. They know the responsibilities that such roles bring.

Governors know the school well. They value the well-being of everyone. Governors keep themselves up to date with regular training. This enables them to effectively support and challenge the work of school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff know how to keep pupils safe. Staff talk confidently about what they would do if they had concerns about a pupil. Leaders make sure that appropriate checks are carried out on new staff when they are appointed to the school. Leaders work closely with a range of services to support pupils and their families when there is a need to do so.

Teachers teach pupils to understand risk. Pupils know how to keep themselves safe and healthy. They know how to keep safe when online. They enjoy a programme of

visits from the police, the fire service and a range of charities. In these sessions, they learn about the wider risks that may impact on their health and well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders work very closely with families to emphasise the importance of regular attendance. Whole-school attendance is now close to the national average. Despite this support to families, a significant proportion of pupils are frequently absent because of extended leave out of the country. Leaders should maintain their focus on improving this persistent absence and make explicit to parents the significant negative impact that this is having on their children's test results and their readiness for the next stage of their education.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been well below the national average for the last two years. Leaders have recently implemented a new phonics programme. Leaders must ensure that this is now quickly embedded so that more pupils can attain the expected standard in the phonics screening check at the end of Year 1.
- Teachers are confident in delivering a range of subjects because their subject knowledge is good. Leaders must ensure that teachers feel confident to deliver a modern foreign language by improving their subject knowledge.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105679
Local authority	Oldham
Inspection number	10082065
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair of governing body	Shoukat Ali
Headteacher	Zaira Cook
Website	www.hortonmill.uk
Date of previous inspection	28–29 January 2015

Information about this school

- Since the previous inspection, a new senior leadership team has been established. The headteacher, deputy headteacher and key stage leaders now form the leadership team.
- Almost all pupils speak English as an additional language.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with senior leaders and subject leaders. We also spoke with teachers, staff and six members of the local governing body, including the chair of governors.
- The inspection focused deeply on reading, mathematics, history and geography. We visited lessons, met with subject leaders and pupils, observed pupils reading, met with staff and looked at pupils' work. Other subjects were also considered as part of this inspection.
- We looked at documentation relating to leaders' self-evaluation and improvement planning. We considered school attendance and behaviour information.

- We also visited and checked on the quality of education in the early years.
- We looked at safeguarding documentation and met with the designated safeguarding lead.
- We considered the views expressed by parents in the 10 responses to Ofsted's online survey, Parent View, including eight comments received via the free-text facility. We spoke to several parents at the beginning of the school day. We considered 30 responses to a questionnaire for staff and 23 responses to a questionnaire for pupils.

Inspection team

Garry White, lead inspector

Her Majesty's Inspector

Iain Sim

Ofsted Inspector

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