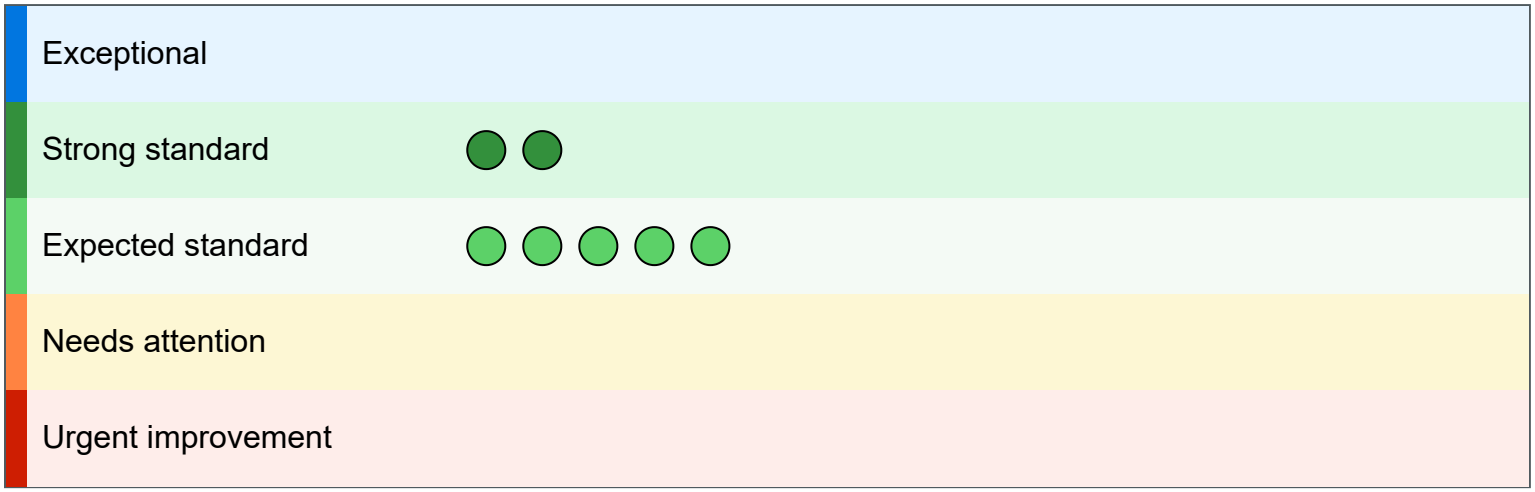
Horton Park Primary School

Address: Dawnay Road, Bradford, West Yorkshire, BD5 9LQ

Unique reference number (URN): 143095

Inspection report: 20 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Inclusion is a significant strength of the school and is central to leaders' vision for every pupil. Leaders create a culture where pupils are known well, barriers to learning are identified early and support is put in place quickly. This is particularly important given the high numbers of disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language.

Staff adapt learning effectively so that all pupils can access the same ambitious curriculum as their peers. Teachers and teaching assistants use approaches such as modelling, scaffolding, targeted support and adapted resources. They maintain high expectations for all pupils.

The resourced provision is a particular strength. Pupils with complex communication, sensory and social needs receive skilled support. This helps them develop language, self-regulation and early learning skills. Pupils access mainstream experiences where appropriate.

Leaders work closely with families, social care services and external professionals. This helps secure the right support for pupils and reduces barriers to learning and wellbeing. As a result, pupils known or previously known to social care, disadvantaged pupils and pupils with SEND receive effective support and take a full part in school life.

Additional funding is used thoughtfully to address barriers linked to language, attendance, wellbeing and aspiration. Pupils take part in leadership roles, visits, clubs and other opportunities alongside their peers.

Pupils describe the school as welcoming and inclusive. They feel safe, supported and valued.

Personal development and wellbeing

Strong standard

Personal development is a strength of the school. Leaders have created a rich programme that helps pupils become confident, respectful and responsible young people. Pupils learn how to stay safe, build healthy relationships and make positive choices. They can explain how learning about emotional wellbeing, online safety, healthy lifestyles and risks such as drugs helps them in their everyday lives. Older pupils speak confidently about friendship, diversity, discrimination and different faiths. They understand the importance of treating others with respect and can explain how British values help people live together positively in a diverse society.

Pupils benefit from a wide range of opportunities that broaden their experiences and raise their aspirations. Educational visits, visitors, residential trips and community events help pupils learn about life beyond their local area. For many pupils, these experiences introduce places, careers and opportunities they may not otherwise encounter. Pupils talk positively about visits to places of worship, residential experiences and aspiration events that

encourage them to think about their future goals. These experiences help pupils develop independence, resilience and confidence.

Leadership opportunities are a particular strength. Pupils take on roles such as school councillors, wellbeing champions, reading ambassadors and members of the School Council of Food (SCofF). They understand democratic processes because they apply for these roles and take part in class votes. Pupils can explain how their ideas have influenced decisions in school, including improvements to playground equipment and changes to the school menu. These opportunities help pupils develop confidence, leadership skills and high aspirations for the future.

Strong pastoral support helps pupils feel safe, valued and included. Pupils know where to go for help and develop confidence in managing their emotions and supporting others. Disadvantaged pupils and pupils with special educational needs and/or disabilities are fully included in the wider life of the school and have access to the same opportunities as their peers. As a result, pupils develop strong character, positive attitudes and the confidence to make a meaningful contribution both in school and in the wider community.

Expected standard

Achievement

Expected standard

Pupils achieve well at this school and are well prepared for their next stage of education. Outcomes at the end of key stage 2 are usually above national averages. The Year 4 multiplication tables check is a particular strength and has been consistently above national averages for several years. Disadvantaged pupils often achieve as well as, or better than, similar pupils nationally. Pupils with special educational needs and/or disabilities make progress from their starting points because they receive effective support.

Leaders have prioritised areas where improvement is needed. For example, phonics outcomes in Year 1 have been less secure over time than other areas. However, recent improvements are helping more pupils become confident readers. Children in the early years are making increasingly positive progress from their starting points. Leaders continue to build on existing strengths by working to ensure that pupils experience fully consistent teaching across all classes.

Attendance and behaviour

Expected standard

Leaders have made attendance a clear priority. They work closely with families and other services to help pupils attend school regularly. This has helped to address historic declines in attendance. Attendance has improved recently, and persistent absence has now fallen. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) often attend as well as, or better than, similar pupils nationally. Pupils respond positively to attendance rewards and class competitions. They arrive at school on time and receive a warm welcome each morning. As a result, more pupils are in school regularly and are ready to learn.

Pupils generally behave well and enjoy coming to school. The school provides a calm, caring and respectful environment where positive relationships are at the heart of daily life. Staff know pupils well and provide effective support when pupils need help with their behaviour or emotions. This includes pupils with SEND, who benefit from carefully planned support and appropriate adjustments. Pupils treat each other with respect and understand the importance of kindness. Bullying is uncommon. When concerns do arise, staff deal with them quickly and effectively. Pupils move sensibly around school, take part positively in lessons and enjoy social times. Pupils feel safe, valued and supported.

Curriculum and teaching

Expected standard

Leaders have designed a broad and ambitious curriculum that reflects the needs of the school community. They place a strong focus on reading, writing, phonics and speaking. This helps pupils develop the language and communication skills they need for future learning. The wider curriculum is planned carefully so that pupils build knowledge over time and benefit from experiences that broaden their understanding of the world.

Teachers know their pupils well and adapt learning effectively so that all pupils can access the same ambitious curriculum. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities. Staff use approaches such as modelling, scaffolds, prompts and practical resources to support learning while maintaining high expectations. Pupils are encouraged to use subject-specific vocabulary, which helps them develop confidence in speaking and communicating their ideas.

Phonics is taught consistently and helps pupils develop the knowledge and skills they need to become successful readers and writers. Across the wider curriculum, pupils have opportunities to apply their learning through discussion, practical activities and extended writing.

Teaching is typically effective, and pupils benefit from clear explanations, well-planned learning and appropriate support when needed. On occasion, opportunities to check pupils' understanding, address misconceptions and provide appropriate challenge are missed. Leaders are taking appropriate action to strengthen consistency further.

Early years

Expected standard

Children get off to a positive start at this school. Leaders understand the needs of children well and have designed a curriculum that places a clear focus on language, communication and early reading. This is particularly important because many children start school with lower levels of language and communication than is typical for their age. Children benefit from provision where speaking, listening, early writing, mathematics and imaginative play are part of daily learning.

Adults build warm and positive relationships with children. They use questions, discussion and carefully planned activities to develop children's vocabulary, confidence and understanding. For example, children regularly take part in storytelling, role play and practical activities that encourage them to talk, listen and share ideas. Reading is a clear priority. Phonics is taught consistently, and children quickly begin to develop the skills they need to read and write. Adults identify gaps in learning early and provide additional support

when needed. As a result, more children are developing the knowledge, skills and confidence they need for Year 1.

Children are happy and engaged in their learning. Children with additional needs receive effective support and take a full part in school life. Staff work closely with families from the start. This helps children feel safe and settle quickly.

Leadership and governance

Expected standard

Leaders have a clear understanding of the school's strengths and the areas that need further improvement. They have created a culture where pupils are known well and where high expectations and a sense of belonging are central to school life. Leaders focus on helping all pupils succeed, particularly disadvantaged pupils and pupils with special educational needs and/or disabilities. This is most evident in the school's excellent pastoral support and inclusive approach.

Staff benefit from regular training, support and opportunities to develop their skills. Early career teachers receive well-planned support through mentoring and guidance from experienced colleagues. Staff speak positively about the support they receive and say that leaders consider workload and wellbeing carefully when introducing new initiatives. As a result, staff work together effectively and share a clear understanding of the school's aims.

Governors and trustees know the school well and provide both support and challenge. They hold leaders to account effectively and meet their statutory duties. They monitor the support provided for vulnerable pupils and the impact of additional funding effectively. The trust provides expertise, training and additional support when needed.

Leaders work closely with families, outside agencies and the local community to support pupils and remove barriers to learning. They have identified the right priorities for improvement and have introduced a range of approaches to strengthen the school's work further. The impact of these improvements can already be seen in many areas. Leaders remain focused on ensuring that these approaches become fully embedded across the school so that pupils benefit consistently over time.

What it's like to be a pupil at this school

Pupils enjoy being part of this welcoming and inclusive school community. One pupil, reflecting the views of many, summed up the atmosphere at the school by saying that ‘everyone here is loving, kind and caring’. Pupils build positive relationships with staff and each other and feel that they belong. Children in the early years settle quickly into school life and develop confidence through caring relationships and engaging learning experiences. Pupils benefit from a wide range of opportunities both in and beyond the classroom that help them develop confidence, responsibility and ambition for the future.

Pupils achieve well because they develop secure knowledge and skills across the curriculum. Pupils enjoy learning and talk enthusiastically about what they have learned. They develop the communication skills they need to explain their thinking clearly.

Disadvantaged pupils and pupils with special educational needs and/or disabilities receive extensive support that helps them take a full part in school life and overcome barriers to learning. Pupils leave the school prepared well for the next stage of their education.

Pupils take part in a wide range of activities that broaden their experiences and raise their aspirations. For example, they enjoy residential visits where they experience activities such as kayaking and climbing. They learn about Shakespeare and take part in performances of his work. Pupils also benefit from a wide range of clubs, including dodgeball, tennis, art, sewing, chess and cycling. Opportunities such as 'Pupil Takeover Day', where pupils take on staff roles, help them learn about future careers and develop confidence.

Pupils feel safe and well cared for. They behave well and show respect towards others. Pupils say that bullying is uncommon and that adults deal with concerns quickly when they arise. Pupils attend school regularly and enjoy being there. Pupils develop resilience, learn to manage their emotions and build positive relationships. As a result, pupils thrive both academically and socially.

Next steps

- Leaders should continue to ensure that teaching practices are embedded consistently across all classes and subjects so that all pupils achieve equally well.
- Leaders should continue to strengthen their work to improve attendance and reduce persistent absence so that more pupils attend regularly and make the most of their education.

About this inspection

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 (CEO), Duncan Jacques CBE, and overseen by a board of trustees, chaired by Hearl Lenton.

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

This inspection took place on Tuesday 20 and Wednesday 21 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and staff during the inspection. They spoke with the CEO, representatives from the trust board and governors. They spoke to pupils during lessons and at social times. They visited a sample of lessons and looked at examples of pupils' work. They considered the views of parents and carers.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for 12 pupils with various needs that include: visual impairment, hearing impairment, speech, language and communication needs, autism spectrum disorder, social, emotional and mental health needs, physical disability and moderate learning difficulty.

The school currently uses no alternative provision.

Headteacher: Saima Bahadur

Lead inspector:
Chris Carr, His Majesty's Inspector

Team inspectors:
Nick Coates, Ofsted Inspector
Alixena Lubomski, Ofsted Inspector
Ruth Craven, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

422
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

432
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.37%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.74%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

23.46%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	54%	62%	Close to average
2023/24 (final)	78%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	66%	75%	Below
2023/24 (final)	83%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	80%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	66%	74%	Below
2023/24 (final)	86%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	47%	Close to average
2023/24 (final)	65%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	63%	Close to average
2023/24 (final)	74%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	68%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	81%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	69%	-21 pp
2023/24 (final)	65%	67%	-3 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	74%	80%	-6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	68%	78%	-10 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	81%	79%	1 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.7%	5.1%	Above
2024/25 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	23.1%	14.4%	Above
2024/25 (3 term)	17.4%	13.0%	Above
2023/24 (3 term)	17.6%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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