

Haworth Primary School

Rawdon Road, Haworth, Keighley, West Yorkshire, BD22 8DW

Inspection dates 9–10 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and deputy headteacher provide clear and imaginative leadership. They are well supported by an enthusiastic and focused staff team. The governing body offer good support and rigorous challenge. As a result, the quality of teaching and pupils' achievement are good overall and improving.
- Provision is good in the early years and children achieve well in all areas of learning. They are well prepared for their future education when they start Year 1.
- Pupils of all abilities make good progress throughout the school in reading, writing, mathematics and other subjects. They are keen to learn and be independent in their work.
- Pupils with special educational needs, including those in the new designated special provision, achieve well.
- Pupils' behaviour and safety are outstanding throughout school.
- The quality of teaching is good overall. Teachers have high expectations. Teaching assistants are trained and deployed well.
- The curriculum is exciting and well planned. Pupils' spiritual, moral, social and cultural development is strongly promoted. In particular, the school makes an excellent contribution to pupils' health and well-being through its Food For Life status and as a Centre of Sporting Excellence.

It is not yet an outstanding school because

- Pupils do not consistently make the best progress they could in writing because they do not transfer the handwriting skills they are learning into all their written work.
- Guidance through marking does not always help pupils to deepen their understanding and reasoning.

Information about this inspection

- The inspectors observed teaching and learning throughout the school and also conducted several short visits to classrooms. They carried out two joint observations of teaching and learning with members of the senior leadership team. The inspectors also looked at a wide range of pupils' work and listened to several pupils read.
- Inspectors held discussions with groups of pupils, the Chair of the Governing Body and other governors, a representative of the local authority and an independent consultant who supports the school. They also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 32 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents and spoke to several parents during the inspection. They also considered the responses from staff to the inspection questionnaire.
- The inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use and impact of pupil premium funding, and records relating to pupils' behaviour and to safety and child protection.

Inspection team

| | |
|------------------------------|----------------------|
| Andrew Clark, Lead inspector | Additional Inspector |
| Geoffrey Dorrity | Additional Inspector |
| Jane Langley | Additional Inspector |

Full report

Information about this school

- The school is an average-sized primary school. Numbers on roll have increased since the previous inspection. The school has raised its admission numbers from one to one-and-a-half classes.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is broadly in line with the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The large majority of pupils are White British.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the Nursery class on a part-time basis. It is a community nursery and many children transfer to other schools at the end of their Nursery year. This school year more children entered the school's Reception class.
- In September 2014, the school opened an interim designated special provision (DSP) for children with communication and interaction needs, including autistic spectrum disorders. There are currently two pupils on roll. It is planned to expand to support to 12 pupils from across the local authority.
- The school runs a before- and after-school club.
- The school is a Centre of Excellence for Sports England.
- The headteacher and deputy headteacher were appointed in September 2013 following the previous inspection.

What does the school need to do to improve further?

- Build on the already good teaching in order to accelerate pupils' achievement, particularly in writing, by:
 - ensuring pupils consistently apply the high standards of handwriting of which they are capable
 - ensuring marking and feedback guidance to pupils regularly helps them to deepen their learning and strengthen their reasoning in all subjects.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher have a clear vision for school development and are energetically driving improvement. The headteacher has created, and is well supported by, an effective senior leadership team. As a result, pupils' behaviour and safety are outstanding and the quality of teaching and pupils' learning are good. The school has a good capacity for further improvement.
- Middle leaders are effective in their roles and contribute well to school improvement. They are fully involved in monitoring and evaluating the quality of work in their areas of responsibility. Some staff are new to their roles but are already having a clear impact on further improvement because of the training and support they receive. As a result, although achievement and the quality of teaching are not yet outstanding overall, the school is well placed to address the remaining inconsistencies in teaching and learning.
- Self-assessment is accurate. Senior leaders ensure it is securely based on assessments of pupils' achievement and other aspects of their learning and development. The school improvement plan has appropriate priorities that are central to the work of all leaders and governors.
- The school is developing and trialling new procedures to assess pupils' progress following recent changes to the National Curriculum. These procedures are already contributing to improving teaching and learning.
- Staff morale is high. Teachers, teaching assistants and support staff appreciate the good procedures for staff training and development.
- Pupils make good progress in a number of subjects because teaching is well informed through good quality training, delivered both through the school and through links with other schools and the local authority. The local authority provides effective support, sometimes in liaison with an independent consultant, through regular reports, specific training and the strong partnership with the Worth Valley Learning Network.
- The school tackles any issues of discrimination and fosters good relations well. It promotes equality of opportunity successfully and this contributes effectively to pupils' well-being. This is particularly evident in the achievement and confidence of pupils with special educational needs, including those supported by the DSP.
- Staff are held fully accountable for the progress their pupils make. They are required to fulfil stringent criteria, linked to pupils' achievement, to reach the next salary level.
- Statutory safeguarding requirements are met. Staff are well trained and vigilant in child protection, and supported by a good systems of communication and record-keeping. Relevant policies are clear, appropriate and fully reflect local and national guidance.
- Additional funding for disadvantaged pupils is used well and is having an increasingly positive impact on minimising any gap between the standards they reach and those of other pupils. The school monitors the outcomes of all aspects of the use of funding, ensuring improvements to their achievement and attendance.
- The curriculum is rich and imaginative throughout school, including the early years. The development of literacy and numeracy skills are central to pupils' learning. Pupils have strong opportunities to develop their skills in music, art, humanities and many other subjects. This is evident, for example, in the high quality multi-media art work based on the local Bronte country through the seasons.
- Primary school physical education and sport funding makes a significant contribution to pupils' health and physical well-being. The school takes a leading role in holding inter-school sports events. For example, outdoor activities, including archery and orienteering for Year 5 pupils, are held on its spacious grounds and the school holds Food for Life Gold status. All expenditure is closely evaluated to ensure its effectiveness.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are well prepared for life in modern Britain through assemblies and work in many subjects. They undertake imaginative enterprise projects, for example, contributing to their understanding of fair trade or develop an understanding of democracy through visits from local political officers.
- **The governance of the school:**
 - The governing body is efficient and well led. Its members are passionate and well informed about the school. They bring a wide range of personal skills, which are carefully matched to their roles. The governing body has reviewed all aspects of its work and further improved its ability to hold senior staff to account.

- The headteacher's reports are informative and include regular and detailed feedback from subject and other leaders. The governors have worked closely with senior staff to ensure that they receive increasingly precise and regular data on pupils' achievement and personal development to enable them to hold leaders to account. Governors regularly undertake learning walks and other activities to strengthen their views on school effectiveness. This has made a good contribution to developments to literacy, numeracy and special educational needs including the development of the DSP.
- There are robust procedures to manage the school budget effectively. For example, governors have played a significant role in ensuring recent extensive building work meets the school's needs, is safe and secure and has minimum disruption on pupils' learning.
- Governors make good use of training packages from the local authority and the Worth Valley Learning Network. They are well informed about the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They are clear about the steps the school takes to address any aspects of underperformance.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very polite and considerate towards each other and their teachers. This is a direct response to the respect and kindness the headteacher and her staff show to the pupils. The pupils comment that they all know each other very well and are very proud of each other.
- Pupils work hard. They take pride in their appearance and in their environment. They are very involved in the development and monitoring of school rules. The school council and pupil officers contribute to the creation of rules for others to follow.
- The school regularly participates in inter-school activities. Pupils set a good example for others to follow and parents and staff comment very positively on their good behaviour.
- Pupils take very good care of the school's hens. They also make a strong contribution to maintaining the school's gardens, extensive grounds and the wildlife pond.
- Pupils' conduct is exemplary in response to the high expectations of all staff. They are extremely attentive and listen well to teachers and other adults. Parents wholly agree that pupils' behaviour is extremely good and this has a positive impact on their attitudes at home.
- The breakfast and after-school club ensures pupils are well fed and prepared for the day's learning. Pupils are consistently very well behaved at break and lunchtimes. Playgrounds are supervised well and very good use of primary sport and other funding ensures pupils have plenty of physical activities to do.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and their parents fully agree. All staff and the governing body are very diligent in ensuring pupils learn in a safe and secure environment.
- Attendance is at the national average and rising. Pupils are punctual. The school has rigorous procedures to monitor and improve attendance. This is reflected in the detailed case studies and other inspection evidence.
- Pupils have an excellent understanding of the risks and dangers in their everyday life. Pupils are extremely well informed about different types of bullying including racist, homophobic and e-safety concerns. They create anti-bullying slogans and logos, which they display around the school. Pupils correctly feel that incidents of bullying are extremely rare and know what to do should any occur. Above all, pupils are exceedingly knowledgeable and tolerant of others' views and beliefs as a result of their studies in many subjects and well-planned assemblies.
- The school keeps very detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. Exclusions are rare. The school is very sensitive and proactive in helping pupils make lasting friendships and to address their emotional needs. The well-planned and sharply focused use of funding for disadvantaged pupils supports their personal and healthy development.
- Pupils are very well prepared for the potential dangers they may meet in later life. A high proportion of pupils participate in cycling proficiency and other road safety activities. Visitors, including the Happy, Healthy Giraffe and the Coram Life Education Van help pupils develop a healthy awareness of the dangers of alcohol and drugs. Visits from emergency services and first-aid training contribute further to their health and well-being.

The quality of teaching is good

- Relationships between staff and pupils are excellent. As a result, pupils are eager to learn and classes are attentive and orderly.
- Staff make good use of accurate assessments of pupils' progress to set clear targets for them to achieve in all subjects. Work is closely matched to the needs of pupils of different abilities. The school has good procedures to quickly intervene when pupils do not achieve what is expected of them. Teachers adjust their teaching well in response to pupils' developing needs during lessons.
- Teaching assistants are deployed well throughout school. They bring skilled support to pupils of all abilities and particularly those who have special educational needs, including pupils supported by the DSP. Good use is made of the funding for disadvantaged pupils in their training and development. Teaching assistants are very involved in planning and assessment procedures, especially in the early years.
- Teachers question pupils closely to broaden and deepen their thinking. For example, teachers prepare pupils well for their written work by ensuring they answer questions in full sentences and use a rich vocabulary prior to writing. They often make good use of labels and work displayed around the classroom as prompts and points of reference to encourage pupils' independence.
- Teachers guide pupils well to develop positive attitudes to learning and build skills such as persistence and resilience in their work.
- The teaching of literacy is good overall. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately. Their love of reading is strongly promoted throughout the curriculum, such as in their research in history, geography and science.
- Teachers expect pupils to write for a wide range of purposes and accurately apply their very good knowledge of grammar and punctuation skills.
- The teaching of mathematics is good throughout school. Teachers ensure pupils' calculation skills are developed well and regularly applied in solving mathematical problems.
- Marking and feedback are used well overall to celebrate pupils' achievement and, particularly in writing, to help them reach the next level. However, this is not fully consistent across all pupils' work. In particular, comments are sometimes not precise enough to help pupils deepen their understanding. Teachers do not always ensure pupils follow up on the suggestions made.
- Pupils do not always make the best progress they could in the development of their handwriting. In particular, they do not always transfer the skills they learn when practising their letter formation and handwriting into other aspects of their written work.

The achievement of pupils is good

- Pupils of all abilities achieve well overall in reading, writing and mathematics throughout the school. The headteacher and senior staff rapidly address any dips in achievement and promote high expectations. The few remaining inconsistencies in the quality of teaching and learning mean that achievement is good overall but not outstanding.
- Pupils' progress compares positively with national expectations. The results of National Curriculum tests are at least average and steadily rising overall. The proportion of pupils reaching higher levels is rising particularly well. The evidence of the inspection shows that the large majority of pupils in the current Year 6 are working at standards above those normally expected for their age, particularly in reading and mathematics.
- Disadvantaged pupils make good progress. The school makes effective use of funding for disadvantaged pupils. Through much of the school, these pupils increasingly make rapid progress and are overall working at levels which are similar to other pupils. This is evident in the pupils' work and the school's data.
- In 2014, standards dipped from those in 2013 for the small group of disadvantaged pupils. This largely related to their very specific social and emotional circumstances. Disadvantaged pupils in Year 6 were five terms behind other pupils in their year group in reading and three-and-a-half behind them in writing and mathematics. Their attainment was four terms below other pupils nationally in reading and writing and three terms below in mathematics.
- Disabled pupils and those who have special educational needs, including those in the DSP, achieve well from their individual starting points. The school has well-established procedures to rigorously assess and support pupils' learning needs. Staff ensure that they are prepared well for their future learning through

thoroughly developing their literacy and numeracy skills and applying them in a range of subjects.

- The most-able pupils achieve well overall. They retain facts effectively and make good use of their skills in a range of subjects. They are mature, persistent and systematic in their work. For example, in Year 6 they thoroughly enjoy using their logical ordering skills and knowledge of square numbers and their roots to solve complex number patterns.
- Pupils reading skills are particularly good. The results in the Year 1 national checks for phonic skills are above average and rising. Pupils, including the less able, use these skills effectively to identify unfamiliar words and read with fluency. Pupils take a keen interest in books. They make good use of the school library. By Year 6, pupils describe in depth the strengths of different authors and how they make them feel. They have good comprehension skills and the ability to understand the underlying meaning in the text. Pupils of all abilities read with expression, fluency and enthusiasm.
- Overall pupils write well. Pupils write for a wide range of reasons in different subjects. They spell accurately and make good use of punctuation. They increasingly use imaginative phrases and grammatical structure, such as: 'Tentatively I stepped off the bridge with a fiercely shaking leg.' Work is largely well presented. However, pupils do not consistently make progress in developing fluent handwriting, which occasionally inhibits clarity and productivity in their work.
- Pupils achieve well in mathematics overall. They build on their knowledge of number facts, such as number bonds and multiplication tables, to use these skills in written calculations and solve real-life problems.

The early years provision

is good

- The early years is well led and managed. The quality of teaching is good and procedures to assess children's progress are effective. Children's access and use of the outdoors in the Reception class has improved well since the previous inspection. Classrooms are bright, stimulating and well-organised.
- Children's starting points are broadly typical for their age although sometimes they are lower, particularly in early reading and writing skills. The increase in the school's admission numbers means that more children now transfer from the Nursery to Reception.
- Achievement through the Nursery and Reception is good. Children make rapid progress and by the end of Reception Year they are well prepared for their next stage of learning in Year 1. Children of all abilities make good progress and their good level of development is now increasingly above the national average by the end of Reception.
- Relationships are good. Staff establish positive relationships with parents from the very start through helpful procedures to prepare children for Nursery and to settle them in to their new surroundings. These procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning.
- Teachers make accurate assessments of all aspects of children's achievement and use these to plan future learning. Staff question children closely to secure and extend their knowledge and their understanding of the world.
- Children of all abilities work and play very well together and concentrate on their activities. Their behaviour and safety are excellent. They feel very safe and are cared for well. Their spiritual, moral, social and cultural development is promoted extremely well and they are curious about the world around them.
- Literacy and communication skills are taught well, particularly phonic skills. Staff make effective use of indoor and outdoor activities to improve children's speaking and thinking skills. For example, children were very thoughtful when they had to find somewhere for Jack to safely hide from the giant. Children have good opportunities to write for a range of reasons inspired by role play, children's literature, rhymes and songs. This is not always fully reflected in their outdoor play.
- Disadvantaged children in the early years achieve well and make good gains in their early language and communication skills. The school has good links with educational and health agencies, such as speech therapists, to provide early support to children with special educational needs.
- The most-able children make good progress because they make rapid gains in key skills such as phonics, comprehension, addition and subtraction. For example, children showed their well developed understanding of number and mental calculations in quick-fire circle games.

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

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| Unique reference number | 107260 |
| Local authority | Bradford |
| Inspection number | 461879 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 256 |
| Appropriate authority | The governing body |
| Chair | Steve Grant |
| Headteacher | Helen Thompson |
| Date of previous school inspection | 10 May 2012 |
| Telephone number | 01535 642359 |
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