

Hawksworth Church of England Primary School

Main Street, Hawksworth, Near Guiseley, Leeds, West Yorkshire, LS20 8NX

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- Children in the early years make good progress and are well prepared for the step up to Year 1.
- Standards at the end of Year 2 have risen and are above average in reading, writing and mathematics. Pupils make good progress in Key Stage 1.
- Pupils continue to make good progress in Key Stage 2 and the standards reached at the end of Year 6 are well above average in reading and mathematics.
- The most able pupils are challenged to attain the highest Level 6 in mathematics, a standard well above that expected at the end of Year 6. This is outstanding achievement.
- Teaching is typically good and teachers have high expectations of all pupils.
- Carefully planned learning activities meet the needs and interests of pupils in the mixed-aged classes.
- Pupils are delightfully welcoming, extremely polite and use good manners as a matter of course. They are happy, feel safe and are proud of their school.
- The headteacher has a clear vision of how successful the school can be. He has acted with determination to improve the teaching of phonics (letters and the sounds they make), the monitoring of pupil progress and teaching. He has reviewed all procedures to keep children safe.
- Governors are knowledgeable about the school and actively support and challenge the school to improve further. They encourage the outstanding range of social, moral, spiritual and cultural activities that pervade this Christian school.

It is not yet an outstanding school because

- Some pupils 'opt out' of giving their full concentration to questioning as teachers do not always expect all pupils to be ready to answer or to share their understanding.
- Teachers' marking does not always make it clear what pupils need to do to improve their work and pupils are not always given the opportunity to correct and learn from their mistakes.
- The accurate use of spelling, punctuation and grammar is not consistently expected across all subjects.
- Subject leaders do not always make best use of information showing how well pupils are doing to quickly provide targeted support to make sure that progress does not slow.
- Plans for school improvement do not always show precise ways in which school leaders can measure success.

Information about this inspection

- The inspector observed 10 part lessons, one of which was a joint observation with the headteacher. In addition the inspector listened to Year 1 and Year 2 pupils reading.
- The inspector held formal discussions with the headteacher, members of staff, governors, pupils in Key Stage 2 and the local authority representative. She informally talked to parents and many pupils.
- The inspector observed the behaviour of pupils in the classroom, corridors, playground, assembly and in the dining hall.
- The inspector took account of the 34 responses to the online questionnaire (Parent View), the 30 responses to a parental questionnaire provided by the school and 11 staff questionnaires.
- The inspector looked carefully at pupils' books and a wide range of documents, which included the school's view of its own performance and development plans, safeguarding, attendance, pupil achievement and the minutes of the meetings of the governing body.

Inspection team

Fiona Dixon, Lead inspector

Additional Inspector

Full report

Information about this school

- Hawksworth Church of England Primary School is much smaller than the average primary school.
- The majority of children are White British; a small number are from minority ethnic groups. All pupils speak English as their first language.
- The proportion of pupils supported through school action is well-below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils who are disadvantaged and so eligible for support through the pupil premium is well below average, with some year groups having no eligible pupils. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals and those looked after by the local authority.
- The headteacher was appointed in January 2014 following the retirement of the previous headteacher.
- The school runs a before- and after-school club for pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - developing teachers' skills in using questioning effectively to fully engage all pupils in the learning activity and so extend and deepen pupils' knowledge and understanding
 - ensuring that marking is always crystal clear in showing pupils what they need to do to improve and giving them the opportunity to correct and learn from their mistakes
 - insisting that accurate punctuation, spelling and grammar is used in writing across all subjects.
- To strengthen leadership and management by:
 - developing subject leaders' use of information about how well pupils are learning to make sure targeted support is put promptly into place to avoid any slowing of progress
 - making sure that the school's plans for improvement have measureable targets for pupil achievement that clearly show how well the school is improving.

Inspection judgements

The leadership and management are good

- The recently appointed headteacher has acted with determination and success to improve the effectiveness of the teaching of phonics and the monitoring of pupils' progress, and to continue improving the good quality of teaching. He has identified correctly the key priorities for further development. He has reviewed and strengthened all procedures to keep children safe.
- Clear and robust procedures for monitoring the quality of teaching ensure that teaching is good. Teachers are held accountable for pupils' progress and their performance is linked effectively to salary progression.
- The plans for school improvement are precise and frequently checked. However, they do not have measureable targets for pupil's achievement that clearly show how well the school is improving.
- Subject leaders monitor all aspects of work in their area of responsibility by checking the quality of teaching in lessons, looking at work in books and by talking to pupils about their learning. They know that their next steps are to check even more frequently the information about pupils' progress to ensure prompt targeted support to avoid any slowing of progress.
- The wide range of subjects taught carefully link to the plot and setting of a shared class reading book. Pupils enjoy the opportunity to influence some areas of study, for example, the Year 5 and 6 class developed poetry and art work around the Amazon River and rainforest while reading *'Journey to the River Sea'*.
- Social, moral, spiritual and cultural learning is an outstanding feature of this Christian school. Pupils enjoy taking part in collective worship and exploring 'big questions' in religious education. They relish taking the responsibility for innovative fundraising for national charities and support their local community through, for example, harvest festival. Pupils thoroughly enjoy learning songs and experiencing music from around the world, and have gained the Gold 'Sing up' Award. Pupils are prepared well for life in modern Britain.
- Pupils enjoy the many activities, including cookery and rehearsals for 'Open the Book' assemblies, provided by the before- and after-school club. The pupils are happy, safe and are offered healthy snacks.
- The school makes effective use of the primary sports funding to increase successfully the opportunities and levels of participation in lunchtime, after-school and competitive sports. The quality and range of physical education teaching has improved and this has inspired pupils of all ages to 'have a go' at the many new activities on offer, including local competitive tournaments with great enthusiasm. This is having a positive impact on improving pupils' lifestyles and physical well-being.
- The local authority provides 'medium support' to the school. It has supported the school in the effective improvement of the teaching of phonics and early years provision.
- **The governance of the school:**
 - Governors are knowledgeable about the school's teaching and understand the strengths and weaknesses of the school's performance. Governors have a wide range of professional expertise and skills and ensure that they use them where they are best suited. They ensure that their skills continually improve in order to provide a high level of challenge to school leaders. They know precisely what needs to be done to improve the school further.
 - Governors are fully aware of the use and impact of the pupil premium and the very positive impact of the primary school sports funding. They thoroughly carry out all their duties with regard to performance and financial management and ensure that all statutory duties are fulfilled, including those for safeguarding.
 - Governors support and encourage the outstanding range of social, moral, spiritual and cultural activities that pervade the school and ensure that every child thrives within the 'Hawksworth family'.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are extremely polite and delightfully welcoming to all visitors including those coming in to lead assembly. Pupils of all ages use good manners naturally with 'please' and 'thank you' heard frequently. Small courtesies such as holding the door open for each other and adults are given as a matter of course.
- Most pupils have positive attitudes to learning, though a small number of pupils 'opt out' of giving their full concentration when the teacher or teaching assistant is leading learning, especially through questioning.

These pupils let other pupils do the thinking for them and this slows their own learning and very occasionally slows the learning of classmates through distraction.

- Pupils care for each other. 'Treat others as you want to be treated.' is a school value that really happens. In the playground pupils play well together; for example, imaginary games such as 'heroic quests' or 'fairies' are regularly played with older pupils supporting much younger children. Pupils actively help each other complete the adventure play equipment course.
- Pupils enjoy being involved in the life of the school. Pupils regularly plan, take part in and lead collective worship. They also enjoy their voice being heard through the school council. The school council has influenced the choice of outdoor play equipment.
- Pupils wear their uniform neatly and keep their school tidy showing that they proud to be members of the school community.
- Attendance is above average and punctuality is exemplary.

Safety

- The school's work to keep pupils safe and secure is good. Parents feel that pupils are cared for well and pupils agree. One pupil, when asked if they felt safe in school, replied, 'Yes, really, really, really safe.'
- Pupils have a clear understanding of different forms of bullying, including cyber bullying. This understanding has improved with the recent introduction of age-specific teaching on the risks of modern technology.
- Bullying is extremely rare, as is any use of intolerant or derogatory language. Pupils and parents are confident that any incidents would be quickly and effectively dealt with.
- Pupils are taught how to stay safe in risky situations such as when cycling, near water or when out and about on their own. The school ensures that all activities in and out of school are assessed and carefully planned to keep pupils safe.

The quality of teaching is good

- Teaching is typically good across the school. Teachers have high expectations and this is seen in the quality of work that pupils record in their books and the increased levels of attainment across the school.
- Learning activities regularly build on pupils' interests and this encourages pupils to be fully involved and confident in their learning. For example, when Year 3 and 4 pupils were creating their own 'unpleasant' fictional character, they used recently gained knowledge about characters from their shared class reading books confidently to write a character profile, often amusingly so, of their own.
- Teachers use information about what pupils already know to challenge and extend learning. For example, in a Year 5 and 6 mathematics lesson on using formal methods for solving calculations, pupils were given tasks that closely matched their learning needs so they quickly improved their knowledge and skills. This high-quality planning enabled every pupil, including the most able, to make good progress.
- Pupils effectively use discussion to help them learn and increase their skills. In a Year 1 and 2 'Castles' topic lesson, pupils worked in pairs to build a castle. They actively discussed, using accurate historical terms, which part of the castle they should make next and listened carefully to each other's ideas on how they could achieve this.
- Teaching assistants know the children and pupils well. They support progress effectively through carefully planning individual or small group work. In an early years phonics session the teaching assistant's clear pronunciation and engaging activities allowed all the children to make good progress in recognising, matching and saying initial letter sounds.
- Teachers regularly mark the work of pupils. The progress that pupils make is sometimes slowed as marking does not always make it clear what pupils need to do to improve their work further and pupils are not consistently expected to correct and learn from their mistakes.
- There are many opportunities for pupils to develop their literacy, numeracy and communication skills across the curriculum. For example, in a Year 5 geography lesson, poetry was effectively used to allow pupils to express their feelings about the destruction of the rainforest, and in a Year 2 history lesson pupils used mathematic skills to sort and categorise fossil evidence. However, at present, the accurate use of spelling, punctuation and grammar is not consistently expected across all subjects and this slows progress.
- A love of reading is encouraged across the school. Pupils say they 'learn loads of new stuff' through the wide range of enjoyable activities in daily guided reading and are excited to explore different texts. Pupils like the comfortable reading areas in classrooms and relish frequent opportunities to read aloud in assembly.

The achievement of pupils is good

- Pupils make good progress throughout their time at Hawksworth.
- Pupils' progress has improved in Key Stage 1 and is good. In the 2014 national phonics screening check pupils achieved more highly than the national average. Standards, especially at the higher Level 3, have improved and are higher than the national average in reading, writing and mathematics.
- Good progress continues in Key Stage 2. Attainment in reading, writing and mathematics is above average and the proportion of pupils making the progress expected of them from their individual starting points and the proportion making better progress than this is also above average.
- In 2013 to 2014 there were no disadvantaged pupils in Year 6. Currently, inspection evidence from observing learning and scrutiny of work in books shows that the attainment and progress of disadvantaged pupils are similar to that of other pupils in the school.
- The most able pupils say that they are encouraged and challenged to 'get better all the time'. In mathematics achievement is outstanding with a quarter of pupils attaining the very highest Level 6 at the end of Year 6. In reading and writing, attainment is also above the national average.
- Disabled pupils, those who have special educational needs and the small number of pupils from minority ethnic backgrounds make good progress from their individual starting points because they receive support that closely matches their needs.
- Each year group in the school is small and has different strengths and weaknesses. The school effectively tackles all discrimination and promotes equality of opportunity as pupils become confident and successful learners. This results in there being little difference in the progress made by boys and girls, and those who are disadvantaged or from a minority ethnic group.

The early years provision is good

- Children join the early years with skills and knowledge that are generally those expected for their age, although the profile changes significantly from year to year because numbers are low
- Children make good progress and are prepared well for learning in Year 1. The strong outcomes reflect the good leadership of both teaching and the curriculum.
- Children learn well in the happy, nurturing early years environment. Children confidently move between a wide range of engaging activities that allow them to work alone, with other children or with an adult. Children's interests influence what they learn and 'Showing Time' encourages them to share their interests with their teacher and classmates.
- Learning activities are accurately planned for the current level of development of the children. The teacher and teaching assistant make good use of all opportunities to extend children's skills and knowledge; for example, when children were lining up model animals while retelling the story of 'The Enormous Turnip' the teaching assistant asked the children to count how many animals were there. When children were confident in giving their answers, their learning was extended by asking what would be the number if one more animal joined the line, followed by what if one left?
- Children enjoy working with the parent and community volunteers who support the development of reading skills, provide additional opportunities to cook and tend the school garden, or are the 'mystery reader' who share their favourite book with the children and encourage their love of reading.
- Parents are actively involved in their children's learning through supporting 'homework', the opportunity to send in conversation 'bubbles' and join in with regular 'child organised' coffee mornings along with 'Stay and Play' sessions.

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

Unique reference number	108009
Local authority	Leeds
Inspection number	448361

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	George Pratt
Headteacher	Dale Norris
Date of previous school inspection	18 May 2010
Telephone number	01943 872808
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