

Haworth Primary School

Inspection report

Unique Reference Number	107260
Local authority	Bradford
Inspection number	377559
Inspection dates	10–11 May 2012
Lead inspector	Jane Hughes

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	A Gee
Headteacher	Janet Parkinson
Date of previous school inspection	13 November 2007
School address	Rawdon Road Haworth Keighley BD22 8DW
Telephone number	01535 642359
Fax number	01535 647429
Email address	office@haworth.bradford.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Jane Hughes
Christine Potter
Stefan Lord

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed the teaching of nine teachers in 18 lessons or part lessons, of which two were joint observations with senior leaders. Meetings were held with pupils, members of the governing body and school staff, including senior and middle managers. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work and looked at a number of documents, including the school's improvement plan, safeguarding and child-protection policies, attainment data and assessment information. They listened to pupils read and looked at pupils' work. Inspectors analysed questionnaire responses from 117 parents and carers and those completed by pupils and staff.

Information about the school

This school is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is smaller than average. Almost all pupils are of White British heritage. The proportion of pupils supported by school action plus or with a statement of special educational needs is larger than average. The school meets the current floor standards which are the minimum standards expected by the government for attainment and progress.

The school has achieved the Inclusion Chartermark, Food For Life Partnership Gold Award, Eco Schools Green Flag and Activemark. It also has Enhanced Healthy School, Investors in Pupils, Investors in Families and Fairtrade status.

The school acts as a community nursery. Many children transfer to four other primary schools at the end of their year in the school's nursery. The school runs its own before-and-after-school club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is a good school. It is not yet outstanding because the quality of teaching remains good overall rather than outstanding. The school’s strengths lie in its inspirational leadership. This provides an overarching vision of ‘Learning for Life’, gives a first-class curriculum and creates a strongly positive ethos which contributes to the pupils’ excellent behaviour and awareness of safe practices.
- The achievement of all groups of pupils is good across the school. Pupils, including disabled pupils and those with special educational needs make good progress in English and mathematics from Nursery to the end of Year 6. The current accommodation in the Early Years Foundation Stage precludes children in Reception from choosing when to play and learn inside or outdoors.
- The quality of teaching is good. An increasing proportion of lessons, although not yet enough, are outstanding. Sufficient pace and challenge are lacking in some lessons. There is rigorous monitoring of teaching and learning by tenacious senior leaders who set the highest expectations of staff. They quickly identify dips in performance, along with appropriate strategies to address these areas for development within classroom practice.
- Pupils behave outstandingly well. They are keen to learn and display highly positive attitudes to school. They collaborate very well. Pupils have a very strong sense of how to stay safe in various situations whether in or out of school. This includes using new technologies. Attendance is above average.
- Senior leaders are inspirational and galvanise the whole school community to continually improve. Governance is high quality and self-evaluation is accurate, detailed and developmental. Monitoring is rigorous and systematic. Highly effective leadership and management of teaching and learning and the management of performance continue to accelerate pupils’ outcomes. The exceptional curriculum enables pupils to become highly effective citizens, well equipped for the future. Pupils are mature individuals who appreciate diversity and value the traits of each individual.

What does the school need to do to improve further?

- Increase the proportion of outstanding lessons by:
 - ensuring an appropriate pace of learning in all lessons
 - ensuring all teachers effectively implement the range of activities they have planned for pupils in order to provide consistently appropriate levels of challenge for all.

- Develop further the provision in the Early Years Foundation Stage by:
 - implementing the planned improvements to the outdoor learning environment so that all children are able to choose for themselves throughout the day when to learn and play either inside or outdoors.

Main Report

Achievement of pupils

Children learn and develop well in the Early Years Foundation Stage. A large proportion of the more-able children leave at the end of Nursery. Of those who stay, an increasing proportion achieves a good level of development, close to the national average. Children thoroughly enjoy the wide range of activities planned by knowledgeable staff. For example, during the inspection, children were fascinated by the mini-beasts investigation. Some took turns to write clues for others about the creature they were looking at while others tried to identify the relevant mini-beast. They spoke and recorded their answers with confidence and enjoyed trying to be the first to find the correct answer. Children are increasingly independent. Currently, those in Reception cannot choose when to work inside or outdoors due to difficulties in accessing the outdoor areas which restricts their independence.

From below expected starting points in Reception, pupils make better progress than pupils nationally in English and mathematics. Attainment by the end of Year 2 in reading is broadly average. Similarly, by the time pupils leave school, their reading skills are broadly average, although for an increasingly large proportion, they are above. Pupils are generally confident readers who enjoy books and are attracted to the eye-catching school libraries. Pupils in Years 1 and 2 have the skills to break words down into their individual sounds and then blend these together to form a word.

Pupils' attainment overall in English and mathematics is broadly average by the time they leave school. Any remaining gaps in performance are narrowing rapidly in relation to pupils nationally. Pupils who are disabled and those with special educational needs make similarly good progress, as do all other groups of pupils. Pupils achieve well because they can see the relevance of what they are learning. For example, during cookery, pupils assimilate information about reversible and irreversible changes. They learn to measure using different scales. Year 6 pupils build resilience during mathematical challenges as they find and explain solutions to everyday problems. Pupils increase in confidence as they recognise that there is more than one way to solve a problem. Every pupil has a detailed knowledge of their current learning, progress and personal development and a clear understanding of what they need to do to improve.

Most parents and carers who returned the inspection questionnaire say that their children are making good progress. They typically comment, 'My child has become polite, happy, confident and articulate since starting here.' Inspection evidence confirms these views.

Quality of teaching

Almost all parents and carers say that their children are taught well. Pupils are similarly certain that teaching is good and that they learn a lot in lessons. Inspection findings confirm these views.

Teachers and teaching assistants are totally persuaded by the leadership's commitment to providing all pupils, regardless of need or ability, with a highly relevant, hands-on and enabling set of daily learning experiences. To this end, they plan carefully and use accurate assessment data to compile a clear view of the progress pupils make. However, there are still times when planned activities do not translate well enough into activities in lessons and so the match of work to pupils' ability is insufficient to challenge some pupils. At other times, the pace of lessons is not fast enough. As a result, some learning is less effective. All adults provide well for disabled pupils and those with special educational needs, ensuring that these pupils receive an effective range of support in lessons. The practical nature of much of the learning helps with this and develops pupils' confidence well.

Detailed tracking of pupils' academic achievements and personal skills means that teachers provide a clear picture for pupils of what they are doing well and how they can improve. Regular marking and discussion of their work supports this. Adults also encourage pupils to assess each other's work. Regular blogging provides pupils with speedy feedback from their peers and from a global audience about their thoughts and work.

Behaviour and safety of pupils

Pupils blossom within the consistent expectations of the well-established 'Investors in Pupils' initiative. Pupils willingly share responsibility for developing good learning behaviour and positive playground practices. The 75 'pupil officers' enhance learning behaviours throughout the school by modelling outstanding behaviour. The pupil voice is loud and plays a key part in school development. Pupils create their own class mission statements, rules and induction policies while the school council compiles school rules and the code of conduct. Pupils recognise right from wrong. They enjoy ethical debate within the Fairtrade agenda. There is a whole school focus on the 'value of the week'. This is a very happy place where pupils focus on success and enjoyment in a calm and purposeful environment.

All adults, including lunchtime staff, manage pupils' behaviour consistently well. Year 5 sports leaders help to promote safe and appropriate play outdoors. Most pupils confirm that behaviour is good in lessons and around school. Pupils are kind to each other and there is a clear aversion to homophobic bullying, name-calling or racism. The school's 'linking school project' maintains close links with a school in inner-city Bradford so pupils acquire meaningful understanding of diversity. This is magnified through the school's 'quadblogging' and its link with Jamaica.

Pupils know very well how to keep themselves safe. They are clear about how important it is to use the internet carefully as well as other new technologies.

Attendance is above average and continues to rise due to the impact of the highest quality mentoring and parent liaison work. As well as improving attendance and punctuality, this also encourages parents and carers to attend the excellent cookery courses.

Almost all parents and carers responding to the inspection questionnaire and the school's own surveys confirm that the school takes good care of their children and that behaviour is of a good standard. Inspection evidence reflects their positive views.

Leadership and management

The headteacher provides exceptional, visionary leadership. She and the deputy headteacher have complementary skills. Together these efficiently cover every aspect of leadership and management. Senior leaders are industrious role models. All staff are encouraged to develop their skills through a carefully constructed professional development programme. Staff are justifiably proud of the school. They have great confidence in the leadership. There is rigorous monitoring of teaching and learning. Merely satisfactory practice is speedily addressed.

The headteacher has successfully urged the governing body to become an equal partner in the school's leadership and management. Highest quality governance provides challenge, focus and support. Detailed school self-evaluation is very accurate, setting out precisely the school's strategic direction. The management of performance is excellent and links to new national teacher standards. The school meets requirements with regard to safeguarding and adopts high quality practices. Continued, highly effective leadership, management and governance, pupils' rising achievement, innovative curriculum delivery and key partnership working are strong indicators of the school's excellent capacity for further improvement.

The school collaborates closely with other schools, mainly through its leading role in the local learning network. This flagship school for the 'Food For Life Partnership' develops sustainability in school and beyond.

There is keen regard for inclusive practices and equality for all. No form of discrimination is tolerated. The performance of individuals and groups is checked assiduously so that any gaps in learning are speedily addressed.

An extensively enriched curriculum is at the heart of the school's success. Every effort is made to engage pupils fully and to equip them with invaluable life skills. These stretch well beyond the norm and link seamlessly with key literacy, numeracy and technology skills. Pupils delight in learning to cook. They grow vegetables and rear hens. School-based Fairtrade activities spill into the village; this is most notable through its 'Fair-in-tents' activities. These develop pupils' knowledge of enterprise and develop spiritual, moral, social and cultural awareness. Parents and carers say that the school 'develops excellent principles and strong ethics among children.'

Through its 'Investors in Families' status, the school places the highest importance on working in partnership with parents and carers. Families use the virtual learning environment to engage actively in school life. The 'mentoring for assessment and progress' initiative, known as MAP, provides a valued overview of pupils' academic and personal achievements. Annual phonic (linking letters and sounds) and reading workshops help parents and carers to support pupils' developing skills. Provision before-and-after-school is of high quality.

Almost all parents and carers who returned the inspection questionnaire confirm that the school keeps them well informed. Inspection findings show that communication is strong.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2012

Dear Pupils

Inspection of Haworth Primary School, Keighley BD22 8DW

You will remember that we recently inspected your school. I am writing to tell you what we found out. Before that, I would like to thank you for making us feel so welcome and for spending time talking to us. We thoroughly enjoyed meeting so many of you. You were so friendly and polite. We are very impressed with all the vegetable growing that is going on – well done for making your school sustainable.

Haworth Primary is a good school. It has several key strengths. You are reaching ever higher standards and you make good progress in your learning. Your behaviour in lessons and around the school is outstanding. It was good to see so many of you taking on responsibilities and also taking the best care of each other. You and your parents and carers told us that all the adults keep you safe and we saw that for ourselves. The curriculum is first class.

Your headteacher and all the staff and governing body are striving to make your school even better. We are helping by giving some guidance on how to improve some things further. We have asked your headteacher and all the adults to make sure that more of your lessons are outstanding by helping you to learn faster in a few lessons and by ensuring there is just the right level of challenge in every lesson. You can help with this by continuing to work hard. We have also asked for the planned changes to the Early Years Foundation Stage outdoor area to be completed so that the young children in Reception can choose, without help, whether to learn and play in the classroom or outdoors.

Carry on enjoying school. Take good care of the hens and enjoy all your 'home-grown' vegetables!

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.