

Hothfield Junior School

Hothfield Street, Silsden, Keighley, BD20 0BB

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress pupils make in writing and mathematics over time requires improvement because it is not consistently good.
- Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard in writing and mathematics, especially for the most able.
- Marking does not provide pupils with consistent guidance on how to improve their work, particularly in mathematics.
- In some lessons, teachers' planning does not ensure that work builds consistently on what pupils can already do in writing and mathematics.
- Pupils' attitudes to learning and their behaviour sometimes let them down and prevents them from learning at a good rate.
- Subject leaders are not using the full range of evidence available to them to assess the progress of all groups of pupils. They are not precise enough about what has to be done to improve the quality of teaching and achievement in their areas.
- Plans for improvement are not always sharply focused on the impact that actions are intended to have on improving teaching and achievement. As a result, governors are not able to hold leaders to account well enough for the performance of the school.
- Leaders, managers and governors have not kept a close enough eye on the quality of teaching throughout the school to ensure that pupils are able to make consistently good progress.

The school has the following strengths

- Support given to those pupils eligible for the pupil premium is helping them to make good progress in reading and writing. As a result, gaps between their attainment and that of others are closing.
- Attendance is above average. The vast majority of pupils attend school regularly and arrive on time.
- Pupils make good progress in reading and enjoy reading widely.
- The headteacher and governors have developed a strong sense of purpose to drive the school forward. As a result, the school is improving.

Information about this inspection

- Inspectors observed 20 part-lessons taught by seven teachers and two teaching assistants. Also, teaching assistants were observed working with individual pupils and in small groups. Two observations were undertaken jointly with the headteacher.
- Inspectors spoke to two groups of pupils about their learning and their safety in school. An inspector listened to a group of pupils reading.
- Meetings were held with the Chair of the Governing Body and two other governors. Meetings were held with school staff and a representative of the local authority.
- Inspector looked at the school’s review of its own performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils’ work in lessons. They analysed samples of pupils’ books with the deputy headteacher.
- There were 65 responses to the online questionnaire (Parent View) analysed by inspectors. Inspectors analysed 140 responses to a school questionnaire completed by parents in March 2014. They also analysed written comments made by visitors to the school and a pupil survey completed by all pupils in May 2014.
- The inspectors spoke with some parents at the start of the school day. Two parents made appointments to speak with an inspector. Three parents telephoned to give their views to inspectors and one parent wrote to the inspection team.
- The inspectors analysed 32 Ofsted questionnaires completed by staff.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

Katharine Halifax

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized junior school.
- There are more boys than girls in the school.
- The proportion of pupils eligible for the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils supported at school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the current government's floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- In order to raise standards and accelerate pupils' progress in writing and mathematics, improve the quality and consistency of teaching by making sure that all teachers:
 - raise expectations of pupils so that they improve the quality of their writing, spelling and handwriting and their accuracy in mathematics
 - ensure that the work set enables all pupils to develop good skills in mathematics and writing and is sufficiently challenging for the most able
 - provide more opportunities for pupils to use their mathematical skills in other subjects
 - check pupils' work accurately and swiftly to help them to improve their work in mathematics and writing
 - give clear information when marking pupils' work that tells them what they need to do to improve and make good progress
 - providing enough time for all pupils to respond to feedback on their work, particularly in mathematics
 - manage pupils' attitudes to learning consistently well to ensure that behaviour is good.
- Improve the impact of leadership, including governance, on pupils' achievement by ensuring that:
 - the measures used to judge success of planned actions are closely linked to improvements in pupils' achievement and quality of teaching and learning
 - subject leaders check the quality of the work of teachers and use the full range of evidence available to them when setting priorities to improve teaching and learning
 - plans for improvement provide greater detail about what is expected to be achieved at various times in the year so that governors can hold leaders and managers more rigorously to account for their work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the progress that pupils are making in writing and mathematics is not yet good enough.
- An analysis of pupils' books, across the school, shows that writing and mathematics require improvement because pupils' work is of variable quality. In writing and mathematics, there is not enough challenge and precise guidance, particularly for the most able pupils, to enable them to make good progress as they move up through the school. Also, there are too few opportunities for pupils to apply their mathematical skills in other subjects. This is not supporting good development of literacy and numeracy skills for all groups of pupils, but particularly for the most able.
- From starting points at the beginning of Key Stage 2 that have been above average, over time, pupils' attainment by the end of Year 6 has been below average in writing, average in mathematics and above average in reading. Pupils have made consistently good progress in reading but not enough progress in mathematics and writing.
- In 2013, not enough pupils leaving Year 6 made the progress expected of them in mathematics and writing, particularly the least able pupils. In 2014, the progress made by the least able pupils improved owing to additional support given to these pupils.
- At present, pupils currently at the end of Year 6 have made good progress in reading and the proportion making the progress expected of them in writing and mathematics has improved. A good number have achieved well in reading, but not enough have attained the higher levels in writing and mathematics. From starting points that were average at the start of Key Stage 2, standards are above average in reading and average in mathematics and writing. By the end of Year 6, attainment in English grammar, punctuation and spelling has improved from 2013 and is now above average.
- However, the standard of English grammar, punctuation and spelling is still variable across the school because not all teachers check pupils' work well enough at all times. Boys make less progress than girls in writing because they take less care with presentation and accuracy in spelling and grammar.
- Disabled pupils and those with special educational needs receive additional support and are making the same progress as others. This is due to improved identification of their needs through the school's assessment systems and additional support in lessons.
- Pupils eligible for the pupil premium make good progress in reading and writing. This is due to the good support from teaching assistants and the extra teacher employed using the additional government funding. Although all of these pupils made the progress expected of them in mathematics, none did better than this.
- Owing to their lower starting points, those pupils known to be eligible for free school meals at the end of Year 6, in 2014, were half a year behind others in reading and mathematics. In writing, they achieved as well as others. Throughout the school, the targeted support for those known to be eligible for free school meals is showing improvements in those pupils' achievement and gaps in attainment are closing. This is a good example of the school's commitment to equality of opportunity for all.
- Pupils are keen and eager to read. The school is helping pupils to read well and is promoting enjoyment of reading through interesting class texts and a good choice of books in the school library. There are many good opportunities throughout the school for pupils to use their reading skills and this is helping pupils to read well. Teaching assistants are well trained to support the development of reading skills and this helps pupils to read well by the time they leave school.

The quality of teaching

requires improvement

- Teaching requires improvement because there is too much variation in its quality from class to

class. Although leaders carry out useful checks on teaching, these have not yet brought all teaching up to a good standard.

- Expectations of the quality of pupils' writing and presentation are not always consistently high. Untidy handwriting, weak presentation and inaccurate grammar are not always addressed swiftly enough nor are inaccuracies in work in mathematics. Work is not always checked well enough to make sure that pupils improve their work immediately.
- There are well-planned lessons that develop good writing and mathematical skills. However, in some lessons the work set for pupils does not build on the previous skills learned and is not planned well enough to enable pupils, including the most able, to develop good skills in writing and mathematics, and to, therefore, make good progress.
- Marking is regular and frequent. The suggestions given to improve pupils' writing are now more detailed and pupils are responding well. The best marking is in Year 6 where information is provided to challenge pupils of all abilities to do better.
- In mathematics, marking of pupils' work is frequent and regular, although mistakes in mathematical calculations are not always checked well enough by all teachers and this leaves pupils repeating errors. In addition, pupils are not always given sufficient time to respond to the comments for improvement and so understand where they have gone wrong.
- There are too few opportunities for pupils to use mathematics in other subjects, and so make use of the skills they have learnt more frequently.
- Sometimes pupils are not brought back swiftly to their tasks when they lose concentration. This impedes the progress they are making.
- When learning is good, it moves on at a brisk pace with pupils interested in what they are doing. Questioning is good and work is planned to meet the needs and abilities of all pupils. Teaching assistants are well briefed and give good guidance to pupils of all abilities. Work is checked regularly and teachers ensure that errors are corrected straight away to ensure good progress.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Their attitudes also require improvement because some pupils lose concentration in lessons and have to be prompted to focus on their work.
- When teaching is not good, pupils lose interest and the quality of their work suffers. Pupils do not always take enough care with their handwriting and spelling, which leads to their written work not being as well presented as it should be.
- Pupils have a good understanding of all forms of bullying. Incidents of bullying have reduced over time but there is still some that exists. Pupils use a 'worry box' and know to inform staff should bullying occur. They told inspectors it was 'dealt with'. The school is aware of the varying parental views on pupils' behaviour. Staff have received training so that they can be more vigilant and the school has plans to use pupils as 'playground buddies' to support others.
- Pupils are proud of their school and wear their uniform with pride. They enjoy singing in assemblies and are well behaved. In the 'leavers' concert', which celebrated events that had taken place during the hundred years since the school was established, the whole school showed great respect and appreciation of the entertainment organised for them by Year 6.
- Pupils are pleasant and respectful to visitors. They move about the school sensibly and quickly. They respond quickly to the whistle that signals the end of play at break-time and at lunchtime, making their way into school sensibly. Pupils are very active in their play and use the small amount of equipment provided for them very well.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep safe because the school teaches them well about internet safety and 'stranger danger'. Pupils told inspectors that they felt safe in school.
- The school's procedures for checking on those adults working with children are robust. Staff receive regular training in how to keep children safe.
- Attendance is above average. Almost all pupils attend school regularly. The work of the school's

learning mentor with parents has helped to improve pupils' attendance.

The leadership and management requires improvement

- Leadership and management require improvement because not enough has been done to raise standards in writing and mathematics. Measures to judge the success of planned actions do not focus well enough on achievement for all groups of pupils and the quality of teaching across the school. As a result, leaders and governors are not clear about how well the school is doing throughout the year in meeting its priorities.
- Subject leaders are not clear enough about how they will measure improvements to the quality of teaching and achievement in the areas for which they have responsibility. They are not precise enough about what needs to be done to improve teaching and achievement and not rigorous enough in checking the quality of teachers' work. As a result, although improving, achievement in writing and mathematics is not good.
- The headteacher has developed a strong sense of purpose within the school. Staff and governors are supporting his ambitions for the pupils. As a result, achievement in reading is good and aspects of teaching are improving.
- Leaders check the performance of teachers effectively to identify the skills that they need to improve. Teachers are currently working with other schools and in pairs to support improvement. This is contributing to improvements in writing and mathematics. It is a recent development and the full effect on improving teaching has yet to be seen. Teaching assistants have a process of professional review, which is identifying their training needs and has ensured that their work in supporting pupils' reading is good.
- The curriculum offers a wide range of activities, including good sporting opportunities. Pupils have a love and enjoyment of singing. The curriculum is supporting improvements in literacy skills but it is not checked well enough to ensure pupils' literacy and numeracy skills are sufficiently well developed. Opportunities for art, music and understanding other cultures and faiths support the development of pupils' spiritual, moral, social and cultural development.
- The additional primary school sport funding provided to improve sporting opportunities is being used effectively. There are more opportunities for pupils to take part in competitive sport and the school is successful in sports such as tag rugby. The funding is used well to allow more pupils to participate in sport, to train teachers in a variety of sporting skills, such as cricket, and to provide more sporting activities, such as taekwondo and dance. Pupils speak positively about the range of sporting opportunities available to them.
- The local authority has provided challenge to the school through a joint review of teaching with the headteacher. It has helped the headteacher to identify what needs to be done to improve teaching and is increasing its support for the school to drive up standards of achievement. Very recently, it has supported governors in completing a useful review of behaviour in the school.
- **The governance of the school:**
 - Governors have a good understanding of how well the school is doing in comparison to other schools nationally. They say the 'school is on a journey of improvement'. The governing body has established appropriate committees to support and challenge the headteacher about the school's performance. Governors challenge and support the headteacher and know that pupils' achievement is improving. However, they do not have sufficiently well-defined plans for school improvement to ensure good progress and good teaching across the school. Governors use their skills to check the school's budget and have approved the use of the pupil premium funding and know its impact on the progress of these pupils. They understand the arrangements linking teachers' performance to pay. The school's arrangements for safeguarding meet statutory requirements.

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	107284
Local authority	Bradford
Inspection number	443986

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Neil Whitaker
Headteacher	James Procter
Date of previous school inspection	18 May 2010
Telephone number	01535 210666
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