

Hawksworth Wood Primary School

Cragside Walk, Leeds LS5 3QE

Inspection dates 28–29 June 2016
Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher has a clear vision for the school and she successfully translates it into practice. She is rightly proud of how pupils behave and develop into respectful, tolerant citizens.
- Leaders track the progress of individual pupils carefully and provide support for those who need it. As a result, pupils who are disadvantaged or have special educational needs and/or disabilities make good progress.
- Pupils' spiritual, moral and social development is a strength. Pupils show high levels of care and respect for each other. They feel safe, behave well and are happy.
- Support for pupils who attend the speech and language provision is good. Professionals work effectively together to identify and meet individual needs.
- Teaching assistants and teachers work well together to ensure that all pupils are supported.
- Pupils' self esteem is high because learning takes place in a positive environment where relationships are strong. Consequently, pupils are not afraid to make mistakes.
- Teachers ask questions to make sure that pupils have understood and to encourage them to think more deeply about their answers.
- Writing is particularly strong because it is taught well with interesting activities and resources to stimulate pupils' ideas.
- Pupils leaving Reception are ready for Year 1 because the majority are reaching the expected level for their age in reading, writing and mathematics.

It is not yet an outstanding school because

- Teachers check how well individual pupils are progressing but do not use this information well to analyse how different groups of pupils are doing.
- The work in some subjects is not of the same high standard as it is in English and mathematics.

Full report

What does the school need to do to improve further?

- Improve the analysis of information provided by leaders at all levels by:
 - making assessment information more concise so that school leaders, including governors, can make regular and meaningful comparisons between the progress of different groups of pupils
 - ensuring that performance information and the findings of subject reviews are used well to monitor the impact of interventions
 - continuing to refine current tracking systems to ensure the accuracy of the information collected
 - checking that all available information on entry to early years is used to provide a balanced picture of each child's stage of development.

- Ensure that pupils achieve as well in all subjects as they do in English and mathematics by:
 - carrying out more regular monitoring of standards across the curriculum.

Inspection judgements

Effectiveness of leadership and management is good

- The well-established and highly respected headteacher is committed to giving all pupils a rich diet of educational experiences to broaden their thinking and increase their understanding of the wider world. The school subsidises curriculum enrichment through residential and educational visits, before- and after-school clubs and work with local arts groups and universities. This is helping pupils to be well equipped for life in modern Britain and teaching them many broader learning skills.
- Leaders have a secure understanding of the effectiveness of teaching because they regularly monitor what is happening in classrooms and check the progress of writing and mathematics through sampling work in pupils' books. They use this information alongside assessments to form a whole picture of what is happening in each classroom. Self-evaluation of the quality of teaching, learning and assessment is accurate.
- The progress of individual pupils is monitored closely. Information is analysed to provide extra support to pupils who need it. This is making sure that pupils are given the help they need to make progress throughout the year. Leaders are currently strengthening systems after recognising the need to use more formal tests to underpin the ongoing teacher assessments, ensuring more rigour in the accuracy of the information being collected.
- Positive relationships between staff, parents and pupils are a strength of the school. Everyone works together to achieve the best outcomes they can for the pupils. Less experienced teachers are well supported by more experienced colleagues, and regular training, both for whole-school and individual needs, helps teachers to continue to improve their own skills.
- Pupils' spiritual, moral, social and cultural understanding is a key strength. There are many opportunities to visit different places of worship and the 'Diversity Forum' leads assemblies on different faiths and supports the many new pupils arriving at the school.
- Middle leaders make a significant contribution to developing the quality of teaching and learning across the school. They lead on training and check that new initiatives are effective. They are clear about their roles and responsibilities and enthusiastic about their subjects. Action plans are detailed and focus on the key areas identified for development. The whole-school focus on marking and feedback is having a positive impact on progress and learning. Self-assessment and the completion of corrections are consistent across all extended writing books. The use of the self-assessment system is more embedded in writing than in mathematics.
- Additional funding provided for pupils who are in receipt of free school meals or are looked after children is used well. Disadvantaged pupils catch up quickly because support is carefully targeted. Gaps between disadvantaged pupils and their peers have closed by the end of key stage 2.
- Performance management is used effectively. Teachers are set challenging but realistic targets, which are agreed by governors. Leaders hold teachers fully accountable for meeting these targets and are not afraid to tackle any underperformance. This is helping to raise expectations and target support where it is needed.
- The progress of pupils with special educational needs and/or disabilities is good. The special educational needs coordinator is clear about the progress of the large number of pupils who are on the special educational needs register. She tracks their progress carefully, ensuring that interventions are effective and pupils are meeting their targets. Provision for pupils who access speech and language support is good. Teachers and speech and language therapists work well together to plan individual support programmes.
- **The governance of the school:**
 - Governors fully understand the needs of the local community and are passionate in their view that the school is at the heart of what goes on. They can demonstrate how they have used the performance management of the headteacher to hold her accountable.
 - They know the headline attainment and progress measures for the end of each key stage and understand where the strengths and weaknesses are. However, since the introduction of the new assessment system, they are not being provided with enough information about the progress of groups over time to check the impact of new initiatives. The information provided by subject leaders is sometimes too descriptive and not sufficiently analytical.
 - Governors check attendance through regular meetings and when they visit the school.

- The arrangements for safeguarding are effective. Leaders are vigilant in their safeguarding practices. Staff work well with a host of external agencies in order to provide high levels of care and support. Detailed records are kept and leaders ensure secure transferring of information as pupils leave the school. Appropriate checks are carried out to ensure the safe recruitment of teachers, and leaders have attended safer recruitment training.

Quality of teaching, learning and assessment is good

- Teachers use questioning effectively to probe and develop understanding. Teachers' subject knowledge is good, particularly in English. Appropriate terminology is being used to teach grammar skills from an early age.
- Relationships between teachers, teaching assistants and pupils are harmonious. This encourages pupils to ask and answer questions without fear of 'getting it wrong'. Pupils are confident learners and they enjoy their lessons because teachers make learning interesting.
- Teachers use individual targets effectively and spend time in lessons making sure that pupils check their work against personal targets to ensure that it improves. The introduction of a self-assessment system affords pupils time to reflect on their efforts and improve their own work.
- Teaching assistants support learners well. Not a moment is wasted. They are effectively deployed throughout the whole session, ensuring that individuals and groups are well supported and catered for. Pupils are encouraged and motivated because the teaching assistants use humour and praise to keep them on task. Strong subject knowledge enables them to swap roles with the teacher so that teachers have a wider understanding of the progress of different groups during the lesson.
- One-to-one speech and language work is effective because pupils demonstrate resilience and work is pitched at the appropriate level, with some challenge. Speech therapy advice is being followed and built into the learning programmes. Teachers use this information to adapt their own planning, ensuring that needs are catered for.
- Teachers use the many different experiences provided for pupils by the school to give real meaning when developing writing. Writing standards are high because pupils are given many opportunities to write for different reasons. Presentation, handwriting and spelling are well developed in English books. Written work in some classes is not of the same high standard as in other aspects of the curriculum.
- The pupils sparkle with enthusiasm when talking about their information and communication technology work and can demonstrate the impact it has on their learning. Pupils are given a range of different opportunities to apply their independent skills and knowledge.
- Pupils have positive attitudes to reading. They particularly enjoy the reading challenge which rewards them for the different variety of books they read. They enjoy a wide choice of reading materials, including newspapers. Books are closely matched to ability for younger readers who persevere and apply a range of strategies when they cannot read a word. Older pupils are introduced to a variety of different authors and genres. The most able readers are very confident and have preferred authors and books. This is because the teaching of reading skills takes high priority across the school.
- Teachers spend time modelling work to ensure that pupils understand what they are being asked to do and to check understanding. Pupils know what is required of them and receive immediate feedback, which highlights strengths and clarifies common misconceptions.
- The marking policy is being consistently followed and teachers give clear guidance to help pupils make improvements to their written work. Feedback is particularly effective in supporting grammar and punctuation.
- Mathematics is taught well across the curriculum. In a Year 6 lesson, pupils were developing their understanding and appreciation of others, through work based on an enterprise project. Pupils use age-appropriate mathematical vocabulary and apply their skills to solve problems. They demonstrate the reasoning behind their thinking because teachers constantly ask them questions. Pupils enjoy mathematics and speak particularly highly of the online mathematics programme, which they access both at home and at school.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils respond positively to the many responsibilities they are given and are involved in decision-making both in school and in the wider community. For example, pupils have recently been consulted about proposals to expand the school. Pupils take these duties seriously and flourish with the extra responsibility. They act as role models, supporting younger children during the lunchtime and befriending new pupils. Rewards for 'doing the right thing' are used well and pupils are keen to become 'citizen of the week'.
- Pastoral support is strong because the learning mentor has developed positive relationships with families and pupils. The strong emphasis on personal development ensures that pupils know how to conduct themselves and how to handle their emotions.
- Pupils feel happy and safe in and around school. Work to promote keeping safe is well embedded into the curriculum. Pupils speak confidently when explaining how to keep safe on the internet.
- A weekly parents group focuses on key aspects of parenting skills such as internet safety, hearing children read and supporting at home. Parents are very positive about the help they receive and they know their children are happy and safe.

Behaviour

- The behaviour of pupils is good.
- Pupils' attitudes to learning are consistently positive. They are attentive, respond well to questioning and apply themselves quickly to tasks and instructions.
- Attendance is broadly in line with the national average, and systems are in place to work with families who find regular attendance challenging. All lateness is recorded, and the subsidised breakfast club encourages pupils to come to school early.
- Behaviour is tracked and monitored closely. Individual class rewards encourage a range of positive behaviours and are used consistently across the school. Year 6 pupils are proud to wear badges earned through effort and hard work. They speak with pride about the privileges they enjoy, such as extra time on the computer or having their name on the 'always' board.
- Playtimes are busy and provide pupils with a range of physical activities. Children enjoy football and tennis or just sitting with their friends chatting and socialising. During wet playtimes, pupils amuse themselves productively and are well behaved.
- Pupils say there is no bullying because they all sign the bullying pledge. They say that when anyone does misbehave it is dealt with quickly by the staff. Leaders use correct procedures on the rare occasions when it is necessary to exclude a pupil.

Outcomes for pupils are good

- Most children leave the early years with skills and abilities that are at the expected standard in reading, writing and number. This is because the work is tailored to support individuals and there is a strong focus on developing early language skills.
- A sharper focus on the teaching of reading skills in the early years has resulted in more pupils reaching the expected level at the end of Year 1.
- Standards reached at the end of key stage 1 have improved over time, particularly for the most able pupils in all subjects. Teachers have high expectations, and close monitoring ensures that pupils are on track. Written work seen in books shows that progress over time is good.
- At key stage 2, there has been a more mixed picture. In 2015, progress in most subjects fell to broadly average but was below average for reading. Leaders can identify why this happened and it did not come as a surprise. Current information shows progress is strong and extra measures have been put in place to address gaps.
- Progress for the high percentage of pupils in receipt of pupil premium (funding available for those pupils in receipt of free school meals or in public care) shows that gaps are closing and outcomes are broadly in line with non-disadvantaged pupils nationally. This is because leaders target the use of this additional funding carefully.

- Outcomes for pupils who have identified special educational needs and/or disabilities show good progress over time. Differences in outcomes between boys and girls are cohort specific. However, leaders are not tracking this information in sufficient detail.

The early years provision

is good

- Children achieve high standards because teachers consistently focus on developing the core skills of reading, writing and mathematics. Outcomes at the end of Reception are now above the expected levels. Therefore children are well prepared for transferring to Year 1.
- Adults routinely reinforce positive behaviours. This gives children a clear understanding of how to behave well and forms a firm foundation for the consistently good behaviour across the school. Children play well together without adult intervention, taking turns and cooperating. Children respond enthusiastically to class rewards, which are used to remind them of school rules.
- Children enjoy a well-planned transition from the local nursery school which is housed in the adjoining children's centre. Staff regularly visit to get to know the children before they start school, and children settle quickly into life in the reception class.
- Parents say they feel well informed about the progress their children are making in the early years. They are pleased with how quickly their children begin to read and write and are very complimentary about school staff.
- The strong focus on letter formation and name writing at the start of the year ensures that children develop these early skills quickly. Regular writing work gives pupils opportunities to practise their skills and apply their knowledge of phonics to their spelling. The most able children can write sentences using correct punctuation, including question marks. Pupils show good concentration levels and diligently finish set tasks.
- Differentiated phonics lessons support the learning of children who have special education needs and disabilities and those who are struggling to keep up. Teaching assistants work with small groups and individuals, reinforcing sounds and spellings, correcting pencil grip and praising individuals. As a result, children try hard to please and want to do their best. Work is well matched to the middle-ability group. However, for the most able, expectations are not as high. For example, all pupils were asked to write words with the 'ar' sound, then draw a picture. The most able pupils finished quickly and were not given an opportunity to put these words into sentences.
- Staff rely heavily on test information to assess children as they enter the reception class. They are not incorporating their own observations or the detailed assessments sent by the nursery school as a means of moderating test information to give a more balanced picture.

School details

Unique reference number	107893
Local authority	Leeds
Inspection number	10010999

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Julie Parr
Headteacher	Andrea Padden
Telephone number	0113 258 3984
Website	www.hawksworthwood.leeds.sch.uk
Email address	apadden@hwood.org.uk
Date of previous inspection	27–28 April 2011

Information about this school

- The school is slightly smaller than the average primary school.
- The majority of pupils are of White British heritage, and there are over 20 different languages spoken by the pupils.
- There are a high proportion of pupils who are disadvantaged.
- The proportion of pupils who join the school throughout the school year is higher than that seen nationally.
- The school has specialist speech and language provision for pupils who have identified speech and language needs.
- The school meets government floor standards.
- Since the time of the last inspection, there have been significant changes to staffing. Many staff have left for promotion and newer staff have joined. Currently, there are two newly qualified teachers.

Information about this inspection

- Inspectors gathered a wide range of evidence during the inspection, including through observations of teaching, some of which were undertaken jointly with the headteacher or the deputy headteacher. Inspectors scrutinised books across the curriculum and in early years.
- 13 responses to Parent View were taken into account, alongside information gathered from 11 parents in the playground. 18 members of staff completed the online questionnaire.
- Only three pupils responded to the survey, so inspectors met with groups of pupils to find out their views.
- Meetings were held with school staff, including the headteacher and other senior and middle leaders. The lead inspector met the chair and members of the governing body and spoke to the local authority representative on the telephone.

Inspection team

Janet Lunn, Lead inspector	Her Majesty's Inspector
Stephen Rigby	Ofsted Inspector
Tracy Millard	Ofsted Inspector

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