

Hothfield Junior School

Hothfield Street, Silsden, Keighley, West Yorkshire BD20 0BB

Inspection dates

22–23 November 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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has communicated an ambitious vision for the school. His clear direction is driving strong school improvement.
- Middle leaders effectively support and challenge staff to develop the quality of their teaching, which is now good.
- Leaders and governors focus unrelentingly on improving outcomes for disadvantaged pupils.
- Strong mathematics teaching is building secure understanding. Pupils enjoy exploring problems and investigations that teachers set for them.
- The Reading Challenge initiative has been highly successful in motivating pupils to read for pleasure more often and more widely.
- Teaching assistants work very effectively. They know the pupils well and provide good learning support and pastoral care.
- The governing body provides rigorous challenge and support to leaders. Governors check closely on the work and life of the school.
- Pupils who have special educational needs and/or disabilities make good progress as a result of well-targeted provision and support.
- Safeguarding procedures are thorough and staff follow up any concerns in a timely manner.
- The presentation of pupils' writing is inconsistent. Teachers do not identify basic errors quickly enough or provide sufficient guidance about handwriting.
- Work in subjects other than English and mathematics varies in quality. There are limited opportunities to apply key skills.

Full report

What does the school need to do to improve further?

- Improve the quality of pupils' writing by:
 - providing a cohesive and rigorous approach to the teaching and application of handwriting
 - identifying key spelling and punctuation errors to avoid these being repeated in future work.
- Deepen the quality of learning across science and thematic work by:
 - ensuring the curriculum includes more opportunities for pupils to apply and develop writing and mathematical skills in thematic work and science
 - checking that teachers set consistently high expectations about standards of written work in these subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has communicated a strong ambition for every pupil to be successful. He has raised expectations of staff in pursuit of the high standards he knows pupils can reach. Staff have responded positively to this challenge. They work well together and are proud to form a cohesive team.
- As a result of effective training and performance checks, teaching has improved and is now good. Better teaching has led to more secure progress for all pupils, including those who are disadvantaged.
- Leaders have worked hard to promote positive learning attitudes. The '6 Rs' framework provides a supportive reference for pupils. It helps them to apply themselves consistently and cooperate well on shared activities.
- Senior leaders and governors know the school well. They have analysed a range of assessment information in detailed and incisive ways to inform a comprehensive school improvement plan. The priority areas link to key actions with measurable targets.
- The headteacher, supported by the local authority, has developed strong middle leadership since the previous inspection. English and mathematics subject leaders are now driving improvement and checking closely on the quality of teaching.
- Teachers have benefited from support and guidance that is frequently provided by the two experienced teaching coaches. This helps them to reflect on and improve their work. 'It's worked wonders for my teaching, being able to learn from other teachers', one commented.
- There are rigorous arrangements for monitoring staff performance. Targets are tightly linked to pupil progress and attainment, especially for disadvantaged pupils. Governors check that there is consistency in the way that appraisal is managed.
- Leaders and governors evaluate thoroughly the impact of their pupil premium funding strategy. They have successfully balanced the need for additional academic tuition with support for pupils' wider social and developmental needs.
- Senior leaders frequently review provision and outcomes for pupils who have special educational needs and/or disabilities. Teachers are held accountable for progress and focus on supporting pupils whose attainment falls below age-related expectations. Parents commented how well these pupils are supported at transition points.
- In trying to raise standards of reading from poorer outcomes in 2015, leaders have taken strong action. They have directed funding and support to ensure equal opportunities for disadvantaged pupils in developing positive reading habits and skills. This approach has reaped rich rewards.
- Leaders use the additional sports funding effectively. Sports coaches work with staff to develop teachers' confidence in the subject. Pupils appreciate the increased opportunities to participate in sports clubs and inter-school competition.
- The headteacher and leaders promote a strong ethos of tolerance, respect and care through a carefully planned programme of assemblies that link with personal and

social education. The work on children's rights and responsibilities helps to prepare pupils well for life in modern Britain.

- The curriculum is broad and offers good enrichment opportunities that include valuable first-hand learning experiences such as the two residential visits that promote independence. A variety of visitors, such as the Roman soldier, add colour and excitement.
- While leaders have worked hard to develop more effective teaching and positive learning behaviour, they have not checked closely enough on the quality of pupils' written presentation, where inconsistency is slowing progress for some pupils.
- Leadership of subjects other than English and mathematics is less well developed. Opportunities to apply key skills in science and thematic work are as yet limited.

Governance of the school

- The governing body is strategically focused on key issues tied to pupils' achievement and well-being. Governors keep themselves informed and ask searching questions of leaders to check the school is moving in the right direction. Like the headteacher, they are aiming high for the school.
- Governors work systematically to verify the detailed information provided by senior leaders. They carry out carefully structured monitoring days to track specific aspects of the school's performance. They report and analyse findings in depth at committee and full governing-body meetings.
- Governors are highly reflective about their own practice and have developed their own improvement plan. The astute and experienced chair of governors has introduced a formal appraisal process, whereby fellow governors assess his performance in the role.

Safeguarding

- The arrangements for safeguarding are effective. Recruitment procedures are robust and all statutory requirements are in place.
- Leaders and governors make sure site safety checks are maintained and that care plans, first aid and medical information are kept up to date. Prompt actions following accidents demonstrate that pupils' safety is a high priority. Not all staff, though, are fully aware of the detailed activity risk assessments that are in place.
- Systems concerning pupils who may be at risk of harm are secure. Staff receive frequent updates about safeguarding and have opportunities to contribute to the school's safeguarding policy through training and review.
- Leaders have made safeguarding a high priority. In addition to whole-staff training they have enabled key staff and governors to attend additional higher-level site safety and child-protection training.
- Leaders and governors have taken a firm line on improving attendance, which is now in line with the national average. The attendance of disadvantaged pupils, while still below that of non-disadvantaged pupils, has risen as a result of positive work with families. Leaders know that this must remain a focus.
- The majority of parents have a positive view of the school. A small minority expressed

concerns about the school's response to bullying. Inspectors verified, however, that sound procedures are in place and that leaders follow up incidents in a thorough and correct manner.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the previous inspection and is now good. Consequently pupils are engaged in lessons, respond well to their teachers and are keen to contribute ideas. In turn, these positive learning attitudes help pupils make good progress.
- Teachers' good subject knowledge enables them to plan coherent sequences of learning that develop secure understanding. They check for any misconceptions and make sure these are addressed quickly, often on the same day.
- Teachers make effective use of questioning to probe understanding, extend vocabulary and deepen thinking. This was very evident in Year 5 when the teacher reshaped the task around non-fiction report writing after pupils' responses demonstrated secure understanding at an early stage.
- Teaching assistants contribute strongly to learning. They relate well to pupils, work unobtrusively in lessons and adapt tasks skilfully for those who need additional support.
- Assessment systems are well embedded and teachers use these to pinpoint next learning steps. They provide accurate information to parents on pupils' attainment and progress.
- Homework is set on a weekly basis to support work covered in lessons. Pupils enjoy completing this, though a few felt that the amount of homework was not always consistent.
- The teaching of mathematics is a real strength. Pupils develop secure understanding because teachers model concepts well through clear explanation and by making good use of representational diagrams. In Year 4 a pupil anticipated the teacher's next step by saying, 'I know where we are going – we need to find the simplest fraction.'
- Where teaching was less effective in a minority of classes the most able pupils had to mark time before moving on to more challenging work. Occasionally pupils completed excessive mechanical calculations before tackling worded problems or investigations.
- Pupils who have special educational needs and/or disabilities receive good support because intervention work targets weaker areas of understanding. This helps them to make good progress. Just occasionally, however, feedback lacks precision on how to improve key skills.
- In reading, teachers provide focused tasks to help pupils master higher comprehension skills and assess progress termly. Least-able pupils who struggle with reading on entry to the school are supported well individually and in small groups to help them catch up.
- The school operates a reading challenge that rewards pupils who read widely from age-related lists of recommended books. Disadvantaged pupils receive additional support to encourage them to read frequently. The open reading time before school

encourages parents to take an active role in reading with their children.

- There are opportunities for pupils to write at length and for different purposes. Teachers emphasise the importance of sentence construction and adventurous use of vocabulary. They encourage pupils to edit and redraft work, sometimes with other pupils' help.
- Teachers know that boys need more support and encouragement with writing and so topics are chosen to catch the interest of both groups. For example, in Year 6 both boys and girls produced well-composed writing inspired by a fantasy tale.
- While teaching has largely focused on grammar and the composition of writing, less emphasis has been placed on the quality of spelling and presentation. There are key spelling errors in pupils' independent writing that are not systematically identified.
- Some opportunities are provided for writing in a range of subjects but the quality of written work is variable. Opportunities to apply mathematics skills, for example in science and the humanities, are less evident.
- Handwriting is taught but pupils do not apply skills consistently. Insufficient guidance is provided to those pupils who struggle to form and join letters correctly or write with fluency.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are proud of their school, eager to please their teachers and get on well with each other. 'I love my school', a Year 3 pupil said, 'It's a very friendly place.'
- Pupils like to take on a wide range of responsibilities, such as play-buddy roles, digital leadership, librarianship or lunchtime office-receptionist duties. Some even run clubs for younger pupils. These opportunities instil a sense of belonging.
- All groups feel safe and have a good understanding of safety issues, especially e-safety. They periodically present messages about safety in assemblies and remember the safety messages from visitors, such as the road safety team.
- Pupils demonstrate good awareness of British values through work across the curriculum and from assemblies. They know they should treat others fairly, whatever their backgrounds or family circumstances. Pupils strongly reject any racist abuse.
- Incidents of bullying are rare and promptly addressed by staff. Pupils receive a lot of information about bullying in assemblies and say they now understand it better. They are becoming more careful about avoiding unkind words, remembering the school reminder to 'Take care what you say from the start – it's hard to fix a crumpled heart.'
- Pupils show a high level of tolerance towards the minority of pupils who find it difficult to exercise self-control. They do not allow themselves to be distracted from concentrating on their work.
- Staff specifically responsible for safeguarding ensure that concerns over pupils who may be at risk are always taken seriously. Records show that swift follow-up actions are noted and evaluated. The headteacher has pursued outside agencies to ensure families who need help receive it in a timely way.

- Pupils learn about other cultures through religious education lessons and through assemblies. Older pupils recalled a lot about figures such as Rosa Parks or Nelson Mandela, but their knowledge of other faiths is more limited.
- There are wide-ranging opportunities for pupils to take part in clubs and sports such as running, netball or rugby within and beyond the school day. 'There's something every day', they explained. Participation levels have risen sharply and are high.
- The school makes sure that there is an inclusive approach to all enrichment opportunities, such as clubs and residential visits. Leaders provide financial support sensitively so that disadvantaged pupils have equal access. The most able pupils have access to specialist coaching after school at Hothfield Academy.
- Pupils know that exercise is important for a healthy lifestyle but their knowledge of what constitutes a good diet is more rudimentary. They know that too much sugar, salt and fat may cause problems but are uncertain why this is true.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well in lessons, around school and in the dining hall. They are very polite and go out of their way to greet visitors or hold doors open for others.
- At playtimes behaviour is good as a result of appropriate levels of supervision, well-established routines and positive relationships between pupils and staff. Sometimes, however, pupils are apt to be noisy on their way out to play or on returning to class.
- In a minority of lessons a little learning time was lost when pupils moved to different activities or when a few pupils displayed off-task behaviour. This was generally linked to the small proportion of weaker teaching.
- Behaviour records are detailed and include incident reports with consequences applied. Actions are evaluated for effectiveness and so behaviour issues are addressed fully. The school is notably successful in modifying the actions of a minority of pupils who struggle to control their behaviour. Exclusions have been rare over the last three years.
- Attendance has risen because pupils enjoy their time at school. 'We do something different every day and lessons are interesting', one Year 5 pupil said. It is now in line with national averages, though attendance for disadvantaged pupils is slightly below that of other pupils.

Outcomes for pupils

Good

- In 2016 at the end of key stage 2, from their various starting points, all pupils made good progress in writing and mathematics compared to national averages. Progress in reading was not as strong but was close to the national average.
- The proportions of pupils reaching expected standards for each subject and for all subjects combined were well above the national average. Improved teaching and support have led to better outcomes.
- In comparison with national non-disadvantaged pupils, the progress of disadvantaged pupils from different starting points in reading and writing was above expectations for

all groups. In mathematics progress for the majority of disadvantaged pupils was just below average, though progress for the most able was slightly above.

- By the end of key stage 2 in 2016 the most able disadvantaged pupils made better progress from their starting points in all subjects than that of the most able non-disadvantaged pupils nationally. Progress was strongest in reading.
- High proportions of disadvantaged pupils reached expected standards, significantly outperforming non-disadvantaged pupils nationally in all subjects. This represents strong improvement from variable outcomes seen in the previous year.
- At the end of key stage 2 in 2016 the progress of pupils who have special educational needs and/or disabilities lagged behind other pupils nationally in reading. Progress in writing and mathematics was closer to national averages.
- The school's latest assessments indicate that progress for current groups, including disadvantaged pupils, is improving. The most able disadvantaged pupils are reaching expected standards in writing and mathematics and are making good progress in reading, where they are working at greater depth.
- Current pupils who have special educational needs and/or disabilities are making good progress, especially in reading and mathematics.
- Leaders had identified differences in standards attained in previous years by boys and girls, particularly in reading and writing. Proportions of both groups achieving expected standards in these subjects were above average for 2016. Leaders remain focused, however, in ensuring that similar differences for current pupils diminish over time.
- Older key stage 2 pupils respond enthusiastically in lessons, fulfil roles of responsibility eagerly and are keen to participate in a range of special events. These positive attitudes are sure to serve them well when they move to senior school.
- Pupils read confidently and can talk about their favourite types of books and authors. The school reading challenge has been profoundly effective in promoting wider and more sustained reading habits. The most able pupils devour several books over just a few weeks. One pupil explained, 'The reading challenge is really good. I read some books I wouldn't have picked on my own.'
- The most able pupils thrive on the 'explore' mathematical challenges such as in Year 5 where the multiplication task was to use given numbers to produce an answer closest to 50,000. They take delight in explaining their reasoning and one pupil commented, 'I love maths. It's quite hard but it's a good challenge. It really makes me think.'
- In many year groups pupils are producing substantial amounts of writing but the quality of presentation varies across subjects. Handwriting and spelling are inconsistent, especially for boys. This slows their progress.
- Despite improved outcomes and pupils' enjoyment of mathematics, there are as yet limited opportunities for pupils to apply their mathematical expertise more widely in science and thematic work. Leaders acknowledge that this is an area for curriculum development.

School details

Unique reference number	107284
Local authority	Bradford
Inspection number	10012031

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

Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Neil Whitaker
Headteacher	James Procter
Telephone number	01535 210666
Website	www.hothfield.ngfl.ac.uk
Email address	office@hothfield.bradford.sch.uk
Date of previous inspection	15–16 July 2014

Information about this school

- This school is slightly larger than the average-sized primary school.
- Approximately 86% of pupils are of White British heritage with around 7% of pupils of Pakistani origin.
- The proportion of current pupils known to be eligible for the pupil premium is just below average. The proportion of those eligible for the pupil premium in Year 6 in the previous school year was above average.
- There are similar numbers of boys and girls in the school. In Year 6 for the previous school year, boys greatly outnumbered girls.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The proportion of pupils with statements of special educational needs, or education, health and care plans, is below the national average.
- The school meets the government's current floor standards that set out the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of

Year 6.

- There have been changes in staffing and leadership responsibilities since the time of the previous inspection. Three teachers have left the school and the leadership team has been restructured to sharpen the focus on teaching and learning.
- The senior leadership team has been working closely with leaders from Steeton Primary School and is part of the Two Valleys Learning Collaborative of 10 schools.
- The school is scheduled to merge with Aire View Infants School in September 2017 to form a through primary school. Plans have been drawn up for the amalgamated school to move into new premises within the next three years.
- The governing body has been reconstituted following an external review.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited 15 lessons or part-lessons across all classes to assess teaching and learning.
- Inspectors listened to pupils from Years 3 and 6 reading.
- Work in English, mathematics and a range of other subjects was sampled.
- Meetings were conducted with senior leaders, middle leaders, subject leaders, governors and three groups of pupils from Years 4, 5 and 6. In addition, a meeting was held with a representative of the local authority.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, previous inspection reports, external reports by the local authority and the school's latest assessment information.
- Inspectors viewed school and subject-improvement plans, the school's own evaluative judgements, information about the performance of current pupils, curriculum outlines and school monitoring information. Inspectors also looked at governing-body minutes and safeguarding documentation.
- The views of parents were taken into account through several informal discussions with them and by analysing responses from the 28 parents who completed the online questionnaire, Parent View.
- The views of pupils were taken into account through three planned meetings and from results of the school's own pupil survey carried out earlier in the term.
- The views of staff were taken into account by analysing responses from the 19 staff who completed the inspection questionnaire.

Inspection team

James Reid, lead inspector	Ofsted Inspector
Lesley Bowyer	Ofsted Inspector
Joanne Spencer	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Manchester
M1 2WD

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