

# Inspection of Worthinghead Primary School

Wyke Lane, Wyke, Bradford, West Yorkshire BD12 9EL

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Inspection dates: 17 and 18 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Staff go out of their way to ensure children are happy and cared for. Parents and carers speak highly of the school. One spoke for many when they said that Worthinghead Primary School is like, 'one big family'.

In lessons, pupils listen well. They are respectful to adults and each other. Bullying is rare. Any bullying incidents are dealt with quickly. When it happens, it is most likely to be online. Leaders know this and have ensured pupils learn how to keep themselves safe when using the internet. On the playground, pupils enjoy a wealth of opportunities to play games or use the trim trail. They value these opportunities.

Leaders prioritise the personal development of pupils. Pupils can become digital leaders, ambassadors and members of the school council. Pupils care for the school's animals, including chickens, guinea pigs and a class rabbit. This helps pupils to build important skills, such as responsibility. Pupils say that working with the animals helps them to feel calm when they have a worry.

Leaders are ambitious for all pupils. Pupils who need extra support follow the same curriculum as their year group, but receive the precise support that they need to achieve well.

## **What does the school do well and what does it need to do better?**

When planning the curriculum, leaders have thought carefully about what they want pupils to know. They have also considered the order in which important knowledge should be taught. This carefully planned curriculum means pupils can draw on prior learning to make sense of new ideas. For example, in computing, pupils in Year 6 are able to use their knowledge of coding to write new programmes. Teachers choose suitable activities for pupils to make complex information clear. Pupils are attentive in lessons and work hard. This helps them to achieve well.

Teachers check what pupils know and remember regularly. Staff use this to adjust their teaching and address any gaps in important knowledge. Subject leaders provide support to teachers. This includes guidance on the most effective ways to deliver the curriculum. However, restrictions put in place during the COVID-19 pandemic have meant that leaders have not monitored subjects as regularly as they usually would. As a result, some inconsistencies in the way that the curriculum is taught have not been identified and addressed.

Pupils talk enthusiastically about their favourite books and authors. Leaders have recently introduced a new phonics scheme. Staff ensure that pupils are given the right books, which help them to practise reading sounds they have been taught. Pupils who fall behind benefit from high-quality catch-up sessions. Leaders have ensured all staff have accessed training for the new phonics scheme of work. Staff are following the new scheme diligently. However, a few staff are not fully confident

about some aspects of the phonics curriculum. This limits their effectiveness in supporting pupils to make rapid progress in reading.

Children within the early years foundation stage have access to their own indoor and outdoor classroom areas. In both spaces, staff provide a variety of interesting and purposeful activities. These ensure that children learn important knowledge from across the curriculum. Children question, share and talk with each other and adults when completing activities. Children develop an understanding of important vocabulary. They become independent learners.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Most pupils with SEND follow the same curriculum as their year group and have access to the precise help that they need to achieve well. Some pupils with complex needs access a well-planned alternative curriculum. This supports them to develop important knowledge and skills relevant to their individual needs.

Leaders ensure that pupils learn about diversity. Pupils know about different faiths and religions. They benefit from trips and visits to different places of worship. Pupils learn about democracy through virtual visits to Parliament, visits from local politicians and through electing a school council. Pupils have the opportunity to debate and discuss. They have a say in the running of their school. Recently, pupils worked together to design a new play area. They have plans for a beehive in the school's woodland area.

Governors know the school well. They understand and fulfil their role in supporting and challenging school leaders. They undertake regular self-reviews and appropriate training to keep their knowledge and skills up to date. Governors work effectively with partners from the local authority to improve the school.

Leaders take account of staff well-being and workload when making decisions. Staff feel well supported. Both parents and staff are clear that leaders are approachable and listen well to any concerns they raise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors understand their responsibilities in ensuring children are safe. They know how to identify and support children who may be at risk of harm. Leaders are aware of local safeguarding risks and have taken steps to support pupils to mitigate these risks. Leaders know that online safety is a priority. They have embedded opportunities for pupils to learn about how to identify risks, stay safe when using devices and ensure they know what to do if they encounter a problem.

The designated safeguarding lead keeps detailed records and ensures that timely action is taken to protect vulnerable pupils. Leaders work closely with external agencies and parents to make sure pupils get the support they need.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- A few staff are not fully confident in some aspects of the newly introduced phonics scheme. This occasionally limits their ability to support pupils to make rapid progress with their reading. Leaders should ensure that staff receive further support so that they are well placed to help pupils to make the best possible progress in reading.
- Subject leaders have not monitored the quality of the implementation of the curriculum rigorously due to restrictions in school during periods of the COVID-19 pandemic. As a result, some variations in the quality of teaching have not been quickly identified and addressed. Leaders should ensure monitoring is re-established, so that they are able to identify the precise support that is required to ensure consistently strong implementation of the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	107246
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10227426
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julie Metcalfe
<b>Headteacher</b>	Lillian Sharp
<b>Website</b>	<a href="http://www.worthinghead.bradford.sch.uk">www.worthinghead.bradford.sch.uk</a>
<b>Date of previous inspection</b>	12 – 13 September 2018, under section 5 of the Education Act 2005

## Information about this school

- There have been no significant changes since the last inspection.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- Inspectors met with the headteacher and other leaders, including governors. Inspectors spoke to subject leaders and members of staff. The lead inspector also spoke with a representative of the local authority.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety. Inspectors met both with single-sex groups and mixed-gender groups of pupils.
- Inspectors checked the arrangements for keeping pupils safe. Inspectors checked the school's single central record; looked at documentation, including training and

child protection records; checked attendance information; and spoke to leaders, governors and pupils about safeguarding.

- Inspector carried out deep dives in early reading, computing, science and English. Inspectors reviewed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and reviewed samples of pupils' work. Inspectors also observed a selection of pupils reading to a familiar adult.
- Inspectors considered the views of parents, pupils and staff through the Ofsted surveys.
- Inspectors considered a range of documentation shared by school leaders, including the school improvement plan, minutes of governors' meetings and leaders' self-evaluation document.

### **Inspection team**

Natasha Greenough, lead inspector                      Ofsted Inspector

Lesley Allwood    Ofsted Inspector

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