

# Inspection of Oakworth Primary School

Station Road, Oakworth, Keighley, West Yorkshire BD22 7HX

Inspection dates: 13 and 14 December 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    | Not previously inspected under section 5 of the Education Act 2005 |

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

Leaders have high expectations for every pupil. Pupils benefit from high-quality learning across many areas of the curriculum. All staff promote 'Oakworth super powers' and these are known by all pupils. A focus on the superpowers of discovery, respect, teamwork, challenge, resilience and kindness helps staff maintain a calm atmosphere where pupils learn well. There is a calmness and consistency throughout the school. This is because all staff and pupils understand and follow the same rules and routines.

Leaders encourage pupils to have positive attitudes to learning throughout the school. In lessons, pupils are attentive and keen to contribute. Disruption to learning is rare. Pupils are polite and courteous; they treat one another with care and respect. Pupils move safely and purposefully around classrooms and the school. Pupils show good behaviour because it is the right thing to do, not simply for reward. This is reflected in the simple, but effective ways the school recognises pupils' kindness and accomplishments.

Pupils are happy and thriving. There is a positive and respectful culture between pupils and adults throughout the school. Pupils feel safe. They know that there are trusted adults in school who they can talk to about any concerns. Pupils say that bullying is rare, understanding how to recognise and report bullying if it did occur.

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

Leaders have designed an ambitious curriculum. In most subjects, leaders have considered the key knowledge that they want pupils to know and the order in which this should be taught. However, in a few subjects, leaders have not mapped out the curriculum clearly enough.

Teachers are knowledgeable about the subjects that they teach. In most subjects, they design learning carefully, using a range of well-thought-out strategies to make sure that pupils learn key subject content. In science, pupils learn important scientific facts and use practical experiments to test out their knowledge. Teachers check pupils' learning in lessons well. They use this information to check what pupils have learned. This helps pupils to build their knowledge securely over time. In subjects where the curriculum is not as clearly mapped out, assessment is less effective. This means that teachers have a less secure picture of what pupils have learned.

Teachers accurately identify pupils who might need extra help. This includes pupils with special educational needs and/or disabilities (SEND). Carefully considered support helps pupils with SEND to access the full curriculum. Adults provide effective support in lessons that helps pupils to voice their thoughts, read, write and become independent.

Leaders have prioritised reading from the early years to Year 6. Pupils read widely and often in and out of school. Leaders have successfully introduced a new approach to the teaching of phonics. Teachers have been well trained. They ensure that the books pupils read match the sounds that they are learning. Pupils who need help to catch up with the phonics curriculum are supported effectively. As a result, most pupils become confident and fluent readers.

Leaders have developed a range of strategies to promote a love of reading, including reading rucksacks, story sacks and mystery readers. Class book boxes provide children with familiar texts that they can revisit. Pupils enjoy visiting the new library area in the school.

Children in early years access a rich range of resources which help them to learn. Children in the early years receive a curriculum that develops their communication skills well. The high expectations of routines and relationships evident across the school start in early years.

Leaders ensure that there are many opportunities for pupils to learn beyond the curriculum. Pupils engage with a range of after-school clubs and school sports teams. Pupils enjoy competing in local cross-country competitions. Leaders' commitment to forest school and a well-developed physical education curriculum promote active lifestyles and healthy living.

Leaders ensure that pupils have access to visitors who may influence their future career choices. These have included a local vet, an optometrist, a geologist and a bee-keeper.

Leaders widen pupils' knowledge and experience of the world. This helps pupils to be ready for high school.

Leaders and governors have a clear and ambitious vision for the school. Staff, including teachers at the early stages of their careers, feel well supported by leaders. Staff well-being is prioritised and their workload is considered carefully by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff have the training that they need to identify pupils who may be at risk of harm. Staff know pupils well and are alert to any signs that pupils may be suffering from harm. Leaders have ensured that staff know how to report and record any concerns that they may have about pupils' welfare. Leaders take swift action to secure help for vulnerable pupils and their families.

Pupils learn how to keep themselves safe, including when online. Leaders ensure that children know how to keep themselves safe in relation to local risks. For example, pupils learn how to be safe when they are near railways.

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

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

- In some foundation subjects, the knowledge and skills that pupils should learn are not mapped out clearly enough. This means that children learn less well in some subjects than others. Leaders should work with staff to ensure that small steps of knowledge are clearly mapped out so that children learn consistently well across all subjects.
- There is some variance in how well leaders check the effectiveness of the curriculum in some subjects. Where this is the case, subject leaders have a less clear picture of pupils' learning over time. Leaders should explore more effective ways to check the impact of the curriculum on pupils' learning so that good practice is shared across all subjects.

### 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.

### 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

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|--|--|
| <b>Unique reference number</b>             | 142948   |
| <b>Local authority</b>                     | Bradford   |
| <b>Inspection number</b>                   | 10199341   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 438  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Sarah Cotton   |
| <b>Headteacher</b>                         | Ed Whitehead   |
| <b>Website</b>                             | <a href="http://www.oakworthprimary.co.uk">www.oakworthprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- Oakworth Primary School became part of Bronte Academy Trust in July 2016.
- Leaders do not use any alternative provision.

## Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspectors carried out deep dives in early reading, mathematics, physical education (PE), science and history. For early reading, mathematics, PE and science deep dives, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. For the history deep dive, inspectors discussed the curriculum with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors evaluated responses from parents to Ofsted’s online survey, Ofsted Parent View. They spoke with some parents dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted’s online survey.
- Inspectors spoke to senior leaders, including the chief executive officer, members of the board of trustees and members of the Academy Governance Committee.

### **Inspection team**

|                              |                         |
|------------------------------|-------------------------|
| Jane Clayton, lead inspector | Ofsted Inspector        |
| Malcolm Kirtley              | His Majesty’s Inspector |
| Dughall McCormick            | His Majesty’s Inspector |

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