

Hawksworth Church of England Primary School

Inspection report

Unique Reference Number	108009
Local Authority	Leeds
Inspection number	287994
Inspection date	23 March 2007
Reporting inspector	Jane Hughes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	98
School	
Appropriate authority	The governing body
Chair	Mrs Rachel Coates
Headteacher	Mrs Michele Robinson
Date of previous school inspection	2 July 2001
School address	Main Street Hawksworth near Guiseley Leeds West Yorkshire LS20 8NX
Telephone number	01943 872808
Fax number	01943 872808

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average school. It draws pupils from an area of social advantage. A smaller than average proportion of pupils are eligible for free school meals, or have learning difficulties and/or disabilities or a statement of special education need. All pupils have a White British heritage and speak English as their mother tongue. The school has achieved Investors in People (2003, 2006), Inclusion Charter Mark (2006), ActiveMark (2005) and Healthy School (2007) status. The new headteacher has been in post since April 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hawksworth is a good school with several outstanding elements to its work. It is improving rapidly from a successful foundation because the new headteacher provides excellent direction. She set accurate priorities soon after her arrival in April 2006. Rising standards and improving achievement by pupils result from the strong expectations the headteacher has of teachers. Inspection findings agree with much of the school's written evaluation of its performance, although its grades for pupils' personal development and for the curriculum were too modest. This is because the headteacher has a self-critical approach whereby improvements can always be made to current practice. Pupils, parents and the local community hold the school in the highest regard. Pupils say, 'We have to work hard but it's fun. Everyone's moving up fast.' The school has improved well since its last inspection and demonstrates good capacity to improve further. It provides good value for money.

The quality and standards of the Foundation Stage are good. When children enter the Foundation Stage they are already confident and capable learners. Standards are consistently high by Year 6 in English, mathematics and science, particularly in 2006. Pupils achieve well as they move through the school because of good quality teaching and learning for all pupils. Even so, there is a need for more consistent challenge from teachers in every lesson to ensure that the quality of teaching and learning is always good or better. Pupils' outstanding personal development supports exemplary behaviour and a mature approach to learning in all classes. Older pupils' sensitive understanding of what helps younger children to feel at ease in school enables the whole school community to live as one cohesive 'family'. This is a feature much appreciated by parents, who comment about their 'peace of mind' when their children are at school. Pupils anticipate each school day with relish, reflected in their high levels of attendance.

The rich curriculum provides challenging and varied experiences that help pupils develop a keen love of learning. The school makes excellent use of specialist coaching expertise in local schools and colleges to promote a high profile for sports activities. First class pastoral care ensures that pupils feel safe and well cared for. Support for pupils with learning difficulties and/or disabilities is individually tailored to ensure that the school meets the needs of each pupil. This approach is at the heart of the school's work and, as a result, links with outside support agencies are first class. Simplified assessment and tracking systems enable staff to evaluate accurately the progress pupils make and to intervene where necessary. Teachers have made a good start in providing guidance on how pupils should improve their work. Nevertheless, more comments need to be recorded in pupils' books so they know exactly what to do to improve each piece of work.

What the school should do to improve further

- Ensure that teachers set consistently challenging activities in all lessons in order to raise the proportion of good and better teaching.
- Ensure that teachers' marking always provides pupils with clear next steps in their learning so they know how to improve their work.

Achievement and standards

Grade: 2

Children arrive in Reception with skills above those expected for their age. They make good progress through the Foundation Stage and, by Year 1, most exceed the national expectations

for children their age. They continue to achieve well and reach high standards by Year 2. In 2006, Year 6 test results continued an upward trend. Pupils attained very high standards in English, mathematics and science. All pupils reached the nationally expected levels and three quarters exceeded these in English and science, while half did in mathematics. From high starting points, pupils' achievement is good throughout the school. Pupils with learning difficulties and/or disabilities make equally good progress because of their early identification and the skilful support they receive. The size of each year group is very small so that just one pupil leaving or joining the school can make a significant difference to the picture of progress. Test predictions for Year 6 in 2007 are lower than for 2006 as some higher-achieving pupils have left before taking the tests.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are proud to say they are part of the Hawksworth family. They emulate well the fine examples staff set for them in becoming increasingly sensitive and nurturing individuals. Spiritual development flourishes through the close support of local clergy. High quality displays of pupils' work place value on what they achieve and surround pupils with some stunning art and literacy work. Pupils stand in corridors reading the work of their peers with evident interest. Behaviour is of the highest order and older pupils take very good care of the younger ones. Pupils show first class attitudes to learning and come to school regularly and on time. They eagerly snap up the many opportunities to take responsibility around school and comment, 'We get a say in what our school's like.' They are passionate about the opportunities for visits and the fun activities teachers plan for them. Pupils have an increasing understanding of the diversity of British culture through the very good links the school establishes with schools of differing ethnic backgrounds and with a school in Madrid. Pupils say, 'We know to always care about other people in the world.' Links with a local specialist sports college coupled with a very strong personal, social and health education programme, ensure that pupils have a clear understanding of safe and healthy lifestyles.

Quality of provision

Teaching and learning

Grade: 2

Classrooms and corridors throughout school have displays which celebrate the pupils' work, teeming with a huge amount of useful information. Pupils access this information independently and do not always rely on a teacher to guide them. Teachers use assessment and tracking information with increasing accuracy to match work to pupils' abilities. This supports the good quality of teaching and learning. Even so, work remains to be done to improve the consistency of challenge in all lessons, so more pupils achieve highly. Relationships are of the highest order and ensure that pupils settle quickly to work. They also work very well together with 'talking partners' and learn key skills of cooperation which will serve them well in future school and work settings. High personal expectations from teachers and teaching assistants ensure that pupils always behave beautifully, whether sitting at tables in class or dotted around corridors solving number puzzles, for example. Very good support for pupils with learning difficulties and/or disabilities specifically targets their individual needs. Pupils say that their learning is fun and that activities hold their attention. Teachers and teaching assistants use good quality

questioning to ensure that pupils rehearse their learning and consolidate the main messages in lessons.

Curriculum and other activities

Grade: 1

The outstanding curriculum goes well beyond what is required. It motivates pupils to work diligently; they are keen to experience as many new opportunities as possible. The curriculum caters very well for pupils with learning difficulties and/or disabilities and increasingly so for those with particular gifts and talents. There is a wide variety of extra-curricular opportunities including Spanish, music, sport and team games. The school makes excellent use of its partnerships with specialist sports colleges to provide expert coaching and resources for pupils. Visitors in school provide high quality additional experiences, for example during 'Festive Foods' day. The strong personal, social and health education programme helps pupils to learn relationship and life skills. They put these to very good use at playtimes. For instance, older pupils say 'it makes me tingle' to see how happy the younger ones are when they score a penalty kick during a football match and everyone cheers them.

Care, guidance and support

Grade: 2

The school provides outstanding pastoral care for pupils, but academic guidance is not quite so good. Pupils say they feel safe in school and that staff always solve any problems. Child protection and safeguarding systems are in place and working well. Vulnerable pupils are closely monitored and parents appreciate the support their children receive. They say, 'The school has given our children back their confidence.' There is a strong emphasis on all aspects of healthy and safe living with regular community contributions from outside providers coming to talk to pupils. Pupils with learning difficulties and/or disabilities are well supported by skilled teaching assistants who provide secure and valued experiences. The relatively new assessment and tracking system provides clear information for all staff. They plan challenging work to move pupils on in their learning. Even so, teachers sometimes miss opportunities through marking to improve pupils' work.

Leadership and management

Grade: 2

Good leadership and management ensure that this is a vibrant and successful school. The new headteacher has forged strong relationships with governors, teachers and pupils. She has identified the correct priorities to move pupils' learning on apace and is rolling out her vision to improve all areas of the school's provision. This excellent leadership by the headteacher allows all managers to influence the direction of the school. Curriculum leaders have better knowledge of how well their subject is performing and what needs to happen next to maintain improvement. Nevertheless, more remains to be done to ensure that teachers set consistently high academic expectations of pupils so that good and better teaching flourishes in school. There are effective systems to monitor, evaluate and improve all aspects of the school's work. For example, the simple development plan indicates exactly what needs to be done. Knowledgeable governors discharge their responsibilities well. Good financial management ensures that the school is well resourced. Impressive administrative, lunchtime and ancillary staff help the school to run smoothly.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Hawksworth Church of England Primary School, Hawksworth, LS20 8NX

Thank you for your very friendly welcome when I visited your school last week. I was delighted to meet so many of you and to hear all the positive things you had to say about your school. I judge your school to be good with some outstanding features. I know I am probably telling you things you already know when I write that all the adults take excellent care of you. They also prepare many exciting experiences for you from which you learn very well. You achieve well during your time at Hawksworth and reach very high standards in your work. You are doing better and better because your headteacher is one of those people who inspires everyone who works with her to want to do their best. This is leading to better lessons and means you all make faster progress. From the time you set foot in the door of the Reception class, you learn to become increasingly independent and mature members of the school and local community. You are very sensitive to the needs of others. Many of you told me how much you feel the school helps to move everyone on. You point out that even those children who join Hawksworth from other schools soon pick up all your good habits. It would be difficult not to with so many excellent role models to choose from!

Part of my job is to see how your school can improve. I have asked your school to increase the number of good and better lessons you experience so you all make even faster progress. You should find that lessons are even more of a challenge as a result! I have also asked teachers to make sure they show you clearly how to improve every piece of work you complete, so you learn from everything you do. I am sure you will all play your part in helping your good school to become even better by continuing to work hard while enjoying all you do.

With my warmest wishes for a happy summer term and a successful future.