

Haworth Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 107260 |
| Local Authority | Bradford |
| Inspection number | 309357 |
| Inspection dates | 13–14 November 2007 |
| Reporting inspector | Don Mason |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 264 |
| Appropriate authority | The governing body |
| Chair | Mr A Gee |
| Headteacher | Mrs J Parkinson |
| Date of previous school inspection | 23 June 2003 |
| School address | Rawdon Road Haworth Keighley West Yorkshire BD22 8DW |
| Telephone number | 01535 642359 |
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The pupils come from a wide range of social and economic backgrounds and most are from White British families. The proportion of pupils with learning difficulties and/or disabilities is average, but varies considerably from year to year. The headteacher was appointed in January 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, with outstanding features, that enables its pupils to make good progress in their learning and personal development. It has improved rapidly in the last 18 months because of the outstanding leadership and management, and has good capacity for further improvement. The key to its success is the exemplary team spirit engendered by the inspirational headteacher and her strong, supportive, senior leadership team. Pupils thoroughly enjoy school life and their good personal development is reflected in the way they speak openly and with pride about the changes which have been introduced. Parents express strong support for the school many sharing the view that, 'I would recommend this school to anyone!'

Children's skills on entry to school are broadly typical for their age but does vary from year to year. The good start children receive in the Foundation Stage is successfully built on in Key Stage 1 and Key Stage 2 so that standards are above average at the end of Year 6 in English, mathematics and science. This good achievement has been brought about by improvements in teaching and curriculum provision. Standards in writing remain an area in which the school is working to raise the standards of some pupils to a higher level. The quality of teaching and learning varies from just satisfactory to outstanding and is good overall. Pupils say that they enjoy their lessons because the activities provided in all subjects of the curriculum are now more interesting and they spend more time 'doing things' and talking together about their work.

The attractive displays in every corner of this large school building are a testament to the hard work of the staff and the breadth of the curriculum provided. An outstanding feature of the school is the amazing number of enrichment activities and after-school clubs which promote pupils' enjoyment, learning and personal development. They vary from a talk on honeybees to a trip to the Mosque, from cross-country competitions to learning about resuscitation at the local hospital. A large number of opportunities enable pupils to make an outstanding contribution to the community. Key amongst these is the exceptional gardening club. Care, support and guidance are good overall. The pastoral care provided for all pupils, including vulnerable pupils and those with learning difficulties and/or disabilities is outstanding, helping to ensure that all individuals feel safe and secure. One pupil summarised the situation saying, 'I think the teachers really care about us; they don't just teach us and they really help anyone who is having problems.' Academic guidance is satisfactory and strongest in writing where the school has taken decisive action to improve standards.

The headteacher is energetic and enthusiastic. She is also a good listener and likes to give credit to others. This helps to explain the excellent staff morale and sense of purpose in the school. Staff know the strengths and weaknesses of the school very well, even though self-evaluation is too modestly graded, and have brought about considerable improvements in teaching and pupil behaviour. The revised systems for tracking pupils' progress are exemplary and provide the information needed to set challenging targets and support pupils in danger of falling behind. As yet, this information is not used consistently well enough in day-to-day teaching to ensure that work set always meets pupils' learning needs.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start to their school life in the Foundation Stage and achieve well in all aspects of their learning, particularly in their social and personal development. Parents are extremely appreciative, for example, 'It is a pleasure to see my daughter skip into school each day. It appears to be a happy place where she is learning fast.' Because of recent improvements, much of the teaching is now outstanding. Learning experiences are carefully planned around a theme, giving children opportunities to progress in a number of areas. For example, children were thoroughly enjoying printing Christmas wrapping paper - making decisions, using a variety of tools - whilst developing a range of skills, particularly in speaking and listening and mathematics. Systems for checking children's progress have improved considerably and staff are using the information with increasing accuracy to provide activities and support which meet the learning needs of individual pupils.

What the school should do to improve further

- Raise standards in writing in Years 3 to 6, particularly for the boys by ensuring that the improvement measures already in place are applied consistently in every lesson.
- Further improve teaching and learning by ensuring that the best practice in assessment is applied consistently throughout the school.

Achievement and standards

Grade: 2

Pupils make steady progress throughout the school with the result that standards at the end of Year 6 are above average overall in English, mathematics and science. This represents good achievement. Standards in writing, however, are not as good as they could be as more pupils, especially boys in Years 3 to 6, could reach higher standards. The school is making strenuous efforts to remedy this situation. The most recent Year 6 test results represent a considerable improvement on the position two years ago and have been brought about by particularly effective teaching and the introduction of 'booster classes' which support pupils in danger of not meeting the expected level for their age. The excellent support provided by well trained learning support assistants ensures that pupils with learning difficulties and/or disabilities make at least as much, and sometimes better, progress as their peers. The gap between boys' and girls' achievement is narrowing as initiatives such as 'Action for Boys' begin to have an impact.

Personal development and well-being

Grade: 2

Behaviour has improved considerably in recent months and pupils' positive attitudes in class and around school are an indication of their good personal development. The successful 'Transformer' project enables pupils to elect to change some aspect of their behaviour or learning and helps all pupils understand the need to take responsibility for their actions. Occasional lapses by pupils are generally dealt with effectively by staff. As a result, attendance is good, and pupils are beginning to thrive, showing outstanding enjoyment and a mature appreciation of how the school is changing. Pupils' spiritual, moral and social development is good. Their good cultural and spiritual development is promoted by a link with a school in Peru, regular visits to places of worship and lessons in religious education. For example, an activity

in which Year 5 pupils used drama to express their feelings about being in a church was sensitively handled by the teacher. The school has recently received the 'Healthy Schools' Award. This coupled with the pupils' enthusiasm for physical education and sports are indications of the way the school helps the pupils' gain an understanding of how to keep themselves safe and healthy. The school's efforts to develop pupils' speaking and listening skills, and ability to work with others are progressing well, thereby developing attributes which will serve them well in the future. The school provides some outstanding opportunities in this area, for example, membership of the school council, eco committee and school shop management team.

Quality of provision

Teaching and learning

Grade: 2

Pupils' achievement is increasing in line with the improvement in the quality of teaching. Lessons are well planned and teachers generally set work which successfully matches the needs of pupils of different abilities. Teachers usually maintain a good balance between talking to the whole class and pupils working on their activities and strive to provide opportunities for pupils to be active in their learning. This is proving particularly effective in writing which has been a recent priority for development. Pupils are well prepared for their writing activities, through much talk and drama, and are beginning to develop into enthusiastic writers. Rigorous systems for assessing pupils' progress are now in place, but the information gained is not always used well enough to set work which meets the needs of pupils of different abilities. There is still too much variation in the quality of teaching and the improvement measures are not consistently applied in every lesson.

Curriculum and other activities

Grade: 2

The school set itself two initial goals related to the curriculum and good progress has been made in meeting them. The first was to provide more interesting and practical activities. Although this was a key strategy in attempting to raise the achievement of boys, it has benefited all pupils. The second was to meet the needs of other groups of pupils who are in danger of falling behind. A wide range of intervention groups has been set up to support pupils' needs varying from 'booster classes' for Year 6 pupils, basic skills support groups, to special activities to promote boys' self-esteem or challenge the most able pupils in the areas in which they excel. Progress in the curriculum has been impressive. However, most initiatives are too recent, or not yet consistently applied, to have had full impact on pupils' personal development and achievement. The development of skills in information and communication technology in the suite is good and pupils have a growing number of opportunities to practise these independently in the classroom. Curriculum enrichment and its contribution to pupils' understanding of healthy living are outstanding.

Care, guidance and support

Grade: 2

This is an inclusive school as recognised by such comments as, 'This is a caring school which values all children's achievements whatever they may be.' Pupils' behaviour and self-esteem have improved because of the outstanding pastoral support which they receive. The good work of the learning mentor and staff trained in 'anger management' techniques, and their excellent

links with outside agencies, has helped vulnerable pupils to good gain control of their emotions and become effective members of the school community. Procedures to ensure pupils' safety are in place.

The academic guidance provided for pupils is satisfactory overall. It is strongest in Years 5 and 6 and in writing throughout the school. The quality of marking is variable. It is mainly congratulatory and does not often give pupils clear advice about what they have achieved and what they need to do next. Pupils' skills in evaluating their own work are at an early stage of development.

Leadership and management

Grade: 1

Outstanding leadership and management have been pivotal in bringing about improvements in pupil behaviour, teaching and learning, and achievement, particularly in Key Stage 2. The enthusiastic staff have risen enthusiastically to the high expectations of the headteacher and her deputy headteacher.

The school's understanding of its strengths and weaknesses, the range of self-evaluation activities and the new procedures for tracking pupil progress are exemplary. However, the grading of its self-assessment is overly modest. Assessment information is used extremely well, at a strategic level, to set challenging targets for improvement and to monitor the impact of action taken to raise standards. However, the use of this knowledge in the classroom to enhance pupils' learning is inconsistent.

The appointment of a parental involvement worker, and the excellent newsletter for parents, exemplify the school's commitment to its extremely positive partnership with parents. Governors are closely involved with monitoring how well the school is improving. They are proud of the changes which have been brought about and provide strong support.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| 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

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| 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 | 2 |

The quality of provision

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|--|---|
| 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? | 2 |
| 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 1 |
| 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 |

Text from letter to pupils explaining the findings of the inspection

Inspection of Haworth Primary School, Keighley, BD22 8DW

We really enjoyed our visit to your school. Thank you for being so helpful and friendly. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. It is a really busy school. Everyone we met was happy, enthusiastic and looking forward to the future. We agreed that your school provides you with a good education and that it has some outstanding features. You make good progress in your work and standards at the end of Year 6 are above average, except in writing. Teachers are helping you to make better progress. We have asked them to make sure that the changes introduced are carried out, consistently, in every lesson.

You behave well and your attendance is good. You told us, and we could see for ourselves, that you enjoy your lessons because of the interesting activities and the many opportunities you have to talk together about your work. You are proud and appreciative of the huge range of activities and after-school clubs which the school provides to support your education. We were particularly impressed with the gardening club and the eco committee.

You get on very well with the adults in school and they take good care of you. You understand that sometimes pupils have special difficulties and you understand how hard the staff work to provide support on those occasions. The teachers check your progress very carefully and use the information to set challenging targets. We have asked them to make sure that this information is used as often as possible to set work which will enable you to make the best progress you can, particularly in maths and science.

The headteacher and staff have introduced lots of changes to help you behave better, enjoy your lessons more and make more progress in order to make the school an even better place for you to work and play in.

You can help your teachers by working hard, behaving well and taking full advantage of all the opportunities offered by school.

We wish you very well for the future.