

# Harden Primary School

## Inspection report

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<b>Unique Reference Number</b>	107256
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336846
<b>Inspection dates</b>	17–18 March 2010
<b>Reporting inspector</b>	David Matthews

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jon Hammond
<b>Headteacher</b>	Mr John Davie
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Long Lane Harden Bingley BD16 1LJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, and observed eight teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documents relating to safeguarding, the tracking of pupils' progress and the monitoring of teaching and learning. They analysed 40 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school's data show pupils' good progress
- the school's evaluation of the use of assessment to support learning
- the mathematics curriculum
- what the school needs to do to further promote community cohesion
- the effectiveness of the Early Years Foundation Stage.

## Information about the school

Almost all pupils attending this average size primary school are from White British backgrounds and come from Harden village and numerous communities beyond. A few are from minority ethnic backgrounds. No pupil is at the early stages of learning to speak English as an additional language. The proportion of pupils are entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is average. The school has achieved nationally recognised awards for its work on promoting sport, healthy lifestyles and international links it also holds the Financial Management Standards in Schools (FMSiS) award. The headteacher joined the school in September 2008. The breakfast and after-school clubs are managed privately and are subject to separate inspection arrangements.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Harden Primary is a good school. Pupils benefit from a caring setting, where their learning is carefully monitored and, together with their well-being, effectively promoted. An effective curriculum enables them to be creative and to use their initiative. They have many opportunities to raise questions and to suggest their own lines of enquiry. Much time is given to pupils to reflect on their learning and this contributes to their good spiritual development.

Good and occasionally outstanding teaching means that Harden pupils learn well and make good progress. While the school accurately judges the use of assessment to support learning satisfactory, it has effective strategies in place that are beginning to spread the good practice in parts of the school and thereby address inconsistencies.

Pupils behave well, and make a positive contribution to the school community. They feel safe and they have a good understanding of how to stay healthy. Children in the Reception class generally make good progress because provision for them is largely exciting and vibrant. However, at times, when their access to meaningful, engaging hands-on learning is limited, learning is satisfactory.

The school has numerous links that promote community cohesion satisfactorily overall. However, the range of community groups beyond the school and immediate community with whom the school engages is not developed well enough. Leaders and governors have an accurate picture of the school's strengths and know exactly what needs to be done to improve. Action to improve teaching has been effective and the school is poised to make increasingly good use of the examples of outstanding practice to further raise its overall quality. Strong and developing teamwork, the concerted drive of the headteacher and middle managers, accurate self-evaluation and a commitment to improve give the school good capacity to sustain improvement.

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

- Ensure that learning in the Reception class is consistently engaging and exciting.
  - Develop the pupils' engagement with others from a range of different backgrounds by increasing links with contrasting communities.

**Outcomes for individuals and groups of pupils**

**2**

In lessons, pupils behave well and often show enthusiasm for, and joy in their learning, not just because they want to please their teacher, but in the good and outstanding lessons because they are enabled to use their own ideas. For example, Year 2 pupils

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choose what they want to research and are creative in their presentation of their work in booklets using information and communication technology (ICT). Year 6 pupils suggest that the teacher photographs their recorded ideas for future use. Pupils show a wide range of learning skills, including good capacity to raise questions, to take initiative and to work well together.

Pupils' learning in lessons is mainly good and reflected in the school's systems for tracking their progress. Pupils' of differing ability, including those with special educational needs and/or disabilities make good progress and achieve well, reaching above average standards in English, mathematics and science by the end of Year 6. Pupils say that they feel safe. They are confident that they are looked after well and know what help is available, should they have a concern. Pupils are polite and welcoming to visitors and behaviour makes a strong contribution to learning. Pupils' show real understanding of the importance of healthy eating, they engage in active hobbies and the school's focus on sustainability is fostering a strong appreciation of long term health issues. Pupils have a strong awareness of their community roles and responsibilities. They routinely care for one another and take seriously their charitable work, including that following the Haitian earthquake. Pupils develop good numeracy and literacy skills that will contribute to their future economic well-being. They are skilled in problem solving, from number problems to analysing media reports. Their good capacity to reflect on their preferences, feelings and values makes a valuable contribution to their strong spiritual development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers form high quality relationships with pupils and provide ample opportunities for them to show maturity and responsibility. A wide range of hands-on and imaginative approaches provides well for pupils' differing learning styles. Teachers value pupils' ideas, frequently asking them what they think and giving them ownership of their learning. Lessons are well resourced and often involve teaching assistants effectively to support pupils' good progress. Teachers' strong subject knowledge effectively supports pupils' acquisition of technical language and a pride in their own knowledge. The use of assessment to support learning is inconsistent. There are some good examples of assessment information being used skilfully to plan learning and to tailor lessons accurately to pupils' needs. However, teachers' comments when marking pupils' work are not always followed through to ensure that pupils have addressed previous suggestions for development. School is doing all it can to spread the good practice to address these inconsistencies, and progress is improving accordingly.

The imaginative, interesting curriculum makes meaningful links between subjects and involves pupils in planning how and what they will learn, for example, from a visit to Whitby and from other stimulating experiences. Since the February 2009 survey on the school's mathematics provision, there has been an effective focus on mathematics. It is increasingly exploratory and practical and is resulting in measurable improvements to pupils' progress. The good curricular transition from Reception to Year 1 means that Year 1 pupils benefit from a rich range of activities that promote their learning and personal development well.

There is strong pastoral support for pupils with special educational needs and/or disabilities. Potentially vulnerable pupils are carefully identified and well supported. The employment of a learning mentor means that the support for these pupils on transfer to their next school is very good. Good links with external agencies effectively strengthen pastoral care. There is good support for parents and carers and for pupils facing challenging circumstances.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The headteacher, governors and middle managers work effectively together to ensure that the clear direction set for the school is reflected in practice and is linked to a strong focus on improving pupils' progress. They galvanise staff who work well as a team to build on good practice and address perceived weaknesses. Middle managers model good practice, monitor improvements and lead informative meetings for parents and carers. The expertise of the deputy headteacher and the literacy coordinator are particularly well-harnessed to develop the quality of provision, especially in literacy, numeracy and the Early Years Foundation Stage. Teachers are held to account for the progress of pupils in their class, which, in turn, is rigorously tracked and evaluated.

The school promotes equality of opportunity well. There is no evidence of discrimination. The school ensures that there is no discrepancy in the participation of different groups of pupils and as a result, no group performs significantly differently from another.

Parents and carers are effectively involved in the school's safeguarding arrangements and governors have a strong commitment to ensuring that the school is a safe and secure place. Training regarding child protection is of good quality and the school's register recording checks on staff is an example of good practice, as is the safeguarding information on display in the staff room. The school effectively integrates issues about safety into the curriculum.

The school accurately judges its promotion of community cohesion to be satisfactory. It operates as a cohesive entity and pupils get on noticeably well with one another. There are links with local organisations including local churches. International links include those with schools in Europe and Turkey, which effectively contribute to pupils' understanding of sustainability. However, despite positive links with other schools, pupils' engagement with others from a wide range of different backgrounds and community groups beyond the school and the local community is limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

There is a buzz of excitement in the relatively small outdoor area, which is effectively used to make learning engaging and meaningful. Here, children are delighted to talk about their visit to Chester Zoo and to recreate some of its features using ample resources and referring to collected maps. Adults help the children to feel safe and promote good levels of confidence as they join in with the play, extending learning through effective questioning. They successfully enable children to make independent choices and to use their own ideas and initiative, so promoting their personal development well. Staff make regular observations of children's learning and are becoming more confident about how to use the information gained in future planning. The children benefit from being able to share the outside and inside space with Year 1 pupils, with whom they engage well. Adults working with both year groups effectively support the Reception children inside and outside by challenging the more-able children in their writing and by enthusing children of all abilities in a lively curriculum. As a result, children make good progress from starting points that are similar to those expected for their age. Sometimes children are not sufficiently practically engaged, as in small group work with an adult. When this happens, children are less enthused, and learning is less meaningful and successful.

The leadership of the Early Years Foundation Stage is good, and has driven effective developments in provision, regular observations of learning and the use of assessment. Arrangements are in place to strengthen liaison with the numerous pre-school settings involved to achieve this end.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are strongly supportive of the school in their questionnaire responses. A few parents and carers do not feel that the school informs them well enough about their child's progress and a small minority feel that the school takes



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insufficient account of their views. Evidence from the inspection supports the views of most parents and carers that the school is working hard, and effectively, to develop links with them and to inform them as well as possible about their child's progress. One parent wrote 'Two meetings with the class teacher have been especially helpful and I understand how to help my child and support his class work'.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harden Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	37	26	57	3	7	0	0
The school keeps my child safe	16	35	27	59	2	4	0	0
The school informs me about my child's progress	12	26	25	54	9	20	0	0
My child is making enough progress at this school	14	30	27	59	3	7	2	4
The teaching is good at this school	16	35	28	61	0	0	2	4
The school helps me to support my child's learning	16	35	24	52	4	9	2	4
The school helps my child to have a healthy lifestyle	9	20	35	76	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	22	25	54	4	9	1	2
The school meets my child's particular needs	12	26	25	54	3	7	4	9
The school deals effectively with unacceptable behaviour	14	30	22	48	4	9	1	2
The school takes account of my suggestions and concerns	11	24	22	48	7	15	2	4
The school is led and managed effectively	14	30	27	59	1	2	3	7
Overall, I am happy with my child's experience at this school	14	30	26	57	3	7	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 March 2010

Dear Pupils

Inspection of Harden Primary School, Bingley BD16 1LJ

Thank you for welcoming the inspectors so warmly to your school. We enjoyed talking with you and watching you learn in your lessons. It was exciting to hear from Reception children and Year 1 pupils how much you enjoyed your visit to Chester Zoo, and what you learned. I am writing to tell you what else we found out about your school.

Inspectors found that Harden Primary is a good school where you are looked after well and make good progress. Grown-ups let you use your own ideas and initiative so that you really enjoy your learning. Teaching is good and some is outstanding. Your behaviour is good and you know how to be healthy. You behave well and you told us that you feel safe. The inspectors have suggested ways to help Harden to get even better. These are to:

- make sure those of you in Reception have as many chances as possible to learn in exciting ways
- introduce you to more people who come from backgrounds that are different from your own.

You can help by coming to school as regularly as you do, by continuing to behave well and by trying as hard as usual with your learning.

The inspectors wish you well and thank you again for your welcome.

Yours sincerely,

David Matthews

Lead Inspector

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