

Hothfield Junior School

Inspection report

Unique Reference Number	107284
Local Authority	Bradford
Inspection number	336855
Inspection dates	18–19 May 2010
Reporting inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Mr Neil Whitaker
Headteacher	Mrs Ruth Leech
Date of previous school inspection	14 June 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons, observing 11 teachers and all classes. They also held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. One hundred and seven parental, 240 pupil and 20 staff questionnaires were scrutinised.

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

- the progress being made by pupils with special education needs and/or disabilities
- the impact of the curriculum upon pupils' spiritual, moral, social and cultural development
- the effectiveness of the school's self-evaluation in driving forward improvement.

Information about the school

This is a larger than average size junior school. The proportion of pupils from ethnic groups other than White British is below average and there are few who do not speak English as their first language. The number of pupils with special educational needs and/or disabilities is below average. The proportion known to be eligible for a free school meal is broadly average. The school has a variety of awards, including those for Healthy Schools and Eco Schools. The school operates a weekly before-school fitness and breakfast club.

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

This is a good school. It has some outstanding features, and makes a significant difference to the life chances of its pupils. One parent, reflecting a typical view, commented that, both my children have made excellent progress at Hothfield. All the staff ensure the school provides a warm, friendly environment and each child is treated as an individual.'

Despite a dip in standards two years ago, the school has moved forward strongly since the last inspection under the talented leadership of the headteacher and her staff. Progress throughout the school is good, and in some cases, very good with above average and often high attainment reached by the time pupils leave Year 6. Previous weaknesses have largely been addressed and most groups of pupils, including those with special educational needs and/or disabilities, are on track to meet the challenging targets the school has set. Teaching is good overall but ranges in quality from satisfactory to outstanding. Where teaching is no better than satisfactory, some activities do not fully match pupils' needs and marking is not as supportive as it could be in helping pupils improve their work. The good curriculum has strengths in its effective programme for personal, social and health education, environmental awareness and in the wide range of extra-curricular activities provided. Pupils' awareness of the diversity of the modern world, and their contact with it are, however, underdeveloped. The care, guidance and support provided by the school are excellent and contribute very well to pupil's good spiritual, moral, social and cultural development.

Pupils enjoy their time in school and behaviour is good, although pupils are a little passive at times. Most pupils say they feel safe and valued. The school helps them to develop an outstanding awareness of how to lead a healthy lifestyle. Pupils show their positive attitudes to learning by making an excellent contribution to the daily life of the school and to the local community. Self-evaluation is well embedded at all levels , although some practices for analysing trends in progress are too complex and do not make for efficient whole-school improvement planning. Governors are well informed and active in supporting and challenging the school. The school makes excellent use of a wide range of partners to bring capacity to the school that it would not otherwise have. The school has excellent relations with parents and carers, who are highly supportive of all aspects of its work. The school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Ensure that the quality of learning and pupil's progress is good or better in all lessons, by:

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- – consistently matching activities to fully meet the needs of all pupils
- – improve teachers' marking so that it more effectively informs pupils about their attainment, how well they are progressing and what they need to do to improve.
- Broadening pupils' understanding of and contact with the richness of the wider world.
- Ensuring that senior leaders more efficiently analyse the school's performance data to succinctly inform their improvement planning.

Outcomes for individuals and groups of pupils**2**

Attainment is above average and achievement is good. Pupils enter the school with broadly average knowledge, understanding and skills. Learning is good in the majority of lessons, with pupils well engaged as a result of the good and sometimes outstanding teaching. The vast majority of pupils acquire knowledge, develop understanding and learn and practise their skills well. They enjoy learning, are very keen to succeed and work at a good pace. Previous weaknesses in mathematics and writing have largely been overcome as a result of well-targeted support programmes and curricular changes. Attainment within current classes is at least above average and often high. Given their starting points pupils make good, and sometimes, outstanding progress. Pupils with special educational needs and/or disabilities also make good, and in some cases very good progress as a result of the excellent support they receive, especially from teaching assistants and through the school's excellent partnership with support agencies.

Most pupils say they feel safe and clearly enjoy their learning. As a result, their attendance and behaviour are good and they acquire effective workplace skills. Their acquisition of enterprise skills and their awareness of the outside world are weaker. The school places a very high priority upon healthy living and pupils' understanding of this, and their involvement in sports and healthy activities are excellent, reflecting the school's awards. The extent to which pupils take part in the daily life of the school and local community is outstanding. Pupils' regular involvement in reviewing teaching and learning, their contribution to school organisation and their management of their own community activities, contribute significantly to their personal development. Pupil's spiritual, moral, social and cultural development is good. Within this their understanding of right and wrong and their development of social skills are very good, but overall they have a weaker awareness of spirituality and of cultural differences.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and the use of assessment to support learning are good overall. In the best lessons, teachers demonstrate good subject knowledge and successfully use this and different teaching methods, to make learning interesting and relevant. The use of assessment guidelines in these lessons which help pupils to assess each others' work is well developed. So, too, is the use of 'talking partners' to build pupils' speaking and learning skills and to extend their learning through sharing ideas with others.

Assessment data are well used by teachers in the good or better lessons to structure group work and to provide pupils with clear targets for improvement. Pupils know these targets well and understand what they have to do to reach them. However, in satisfactory lessons, the match of activities to pupils' needs is less well thought out. Guidelines on what pupils need to do to complete good quality work are insufficiently detailed. Marking is less helpful and, as a result, some pupils do not have a clear understanding of how well they are progressing and what they need to do to improve. As a result, pupils' progress in these lessons is no better than satisfactory.

The curriculum is good. There is a clear focus upon key areas of literacy and numeracy and in most cases it is adjusted effectively to meet the needs of pupils. The school has been a leader in the creative curriculum project for some years and thematic units are constantly reviewed and further developed to help make learning relevant and interesting, especially in relation to environmental and health education. This is supported by the pupils' own on-site garden that contributes fresh produce towards the healthy school lunches. The teaching of French is well established. The excellent sporting opportunities and extra-curricular activities, including challenging outdoor

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education residential visits, are well attended and contribute greatly to pupils' personal development and health. The religious and global dimensions of the curriculum are underdeveloped.

The quality of care, guidance and support is outstanding. The success of this provision is seen in the often excellent progress made by pupils by the time they leave the school. Transition arrangements for pupils joining and leaving the school are excellent, making very effective use of the local consortium of schools. The school works very well with a wide range of agencies to support pupils in their learning, especially those who are vulnerable or have special educational needs and/or disabilities. Individual education plans reflect clear and appropriate strategies for supporting pupils' needs and there are a large number and range of additional learning programmes operating within the school at any time, often well supported by visiting governors. The school's work with families is a particular strength, supported especially by the work of the parent support worker, learning mentor and inclusion manager. The breakfast club, set up at parental request, is very popular in combining both a healthy start to the day and extending pupils' learning through structured activity sessions.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with skill and determination. She communicates this ambition well to staff, parents and carers. Subject leaders monitor what goes on in their areas on a regular basis and good self-evaluation practices ensure that the school knows its strengths and areas for development well. Senior leaders have an intimate knowledge of individual pupils' progress, but systems for getting a broad overview of the progress of groups of pupils are complex and do not easily support the otherwise effective planning for improvement. The school works extremely well with both parents and carers and a wide range of partners to support pupils in their learning. The school leads significant partnerships especially in music, transition, sport and in hosting the local church on its site during its relocation. The promotion of equal opportunities is good, but some gaps in groups' performance are still being tackled. The school has a good understanding of its social, religious and ethnic context and its recent community cohesion audit has identified planned actions to move this forward. Community cohesion is good overall. It is excellent at school and local levels and the school has many good links regionally with

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different schools and organisations that effectively broaden pupil's understanding of and contact with different communities. International links are less well developed but growing rapidly. Safeguarding requirements are met. The school demonstrates good practice in this area through its engagement with parents and carers, in providing very effective staff training and in its work with the public services to ensure pupils' safety. Although recently restructured, the governing body is highly knowledgeable about the school. It carries out its support and challenge functions well, especially through regular visits and contributions to specialist teaching groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers who returned the questionnaires are very happy with all aspects of the school. The vast majority consider that the school provides a safe and caring environment for their children and that it is well led and managed. Inspectors agreed with this view. A few children expressed concerns over feeling safe and behaviour, but inspection evidence indicated that both these areas are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hothfield Junior 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	46	53	50	4	4	0	0
The school keeps my child safe	64	60	40	38	0	0	0	0
The school informs me about my child's progress	47	44	55	52	2	2	0	0
My child is making enough progress at this school	48	45	53	50	2	2	0	0
The teaching is good at this school	53	50	52	49	0	0	0	0
The school helps me to support my child's learning	45	42	56	53	3	3	0	0
The school helps my child to have a healthy lifestyle	52	49	51	48	1	1	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)	48	45	50	47	2	2	0	0
The school meets my child's particular needs	46	43	58	55	1	1	0	0
The school deals effectively with unacceptable behaviour	43	41	50	47	9	8	1	1
The school takes account of my suggestions and concerns	36	34	62	58	6	6	0	0
The school is led and managed effectively	70	66	34	32	0	0	0	0
Overall, I am happy with my child's experience at this school	70	66	33	31	2	2	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 May 2010

Dear Pupils

Inspection of Hothfield Junior School, Keighley, BD20 0BB

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do and you are clearly very proud of your school.

Hothfield Junior is a good school. There are some things about it that are outstanding. You make good progress as a result of the good and sometimes outstanding teaching. Some teaching could be better though. By the time you leave in Year 6, the standards you reach are above average and sometimes high. Your behaviour and attendance is good. Well done! You are helped in your learning by a wide range of out-of-school activities and visits. You say you feel safe and valued and enjoy your learning. Those of you who find learning more difficult than others make good and sometimes very good progress due to the excellent care, guidance and support you receive. You have a very good understanding of what it means to lead a healthy lifestyle. You make an excellent contribution to the daily life of the school by taking on various responsibilities and getting involved in the local community. The school has excellent links with parents and carers and other organisations. The headteacher, staff and governors work hard to make your school successful. I have asked them to consider these things that will help them make it a better place to learn:

- make sure that all of you are given work that matches your needs and abilities in all lessons and that teachers give you a clearer idea of what you have to do to improve when they mark your work
- broaden your understanding of the richness of the wider world and your contact with it
- for senior leaders to better use what they know about your progress and the standard of your work to help them plan improvements.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you the best in the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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