

Hawksworth Church of England Primary School

Inspection report

Unique Reference Number	108009
Local Authority	Leeds
Inspection number	337003
Inspection dates	18–19 May 2010
Reporting inspector	Clive Moss HMI

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 of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Mr Andrew Fisher
Headteacher	Mrs Michele Robinson
Date of previous school inspection	23 March 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors visited eight lessons and observed five teachers, observed other activities in which pupils were learning, spoke with parents and carers, held meetings with governors, members of staff and groups of pupils, spoke with pupils in lessons and around the school, and looked at pupils' work. They observed the school's work and looked at school policies and plans, records of pupils' involvement in school activities, records relating to support for pupils, and monitoring work carried out by the school. Also, they looked at questionnaires completed by pupils and members of staff and 41 completed by parents and carers.

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

- how well teachers set work that is consistently challenging for all pupils, particularly in mathematics
- the quality of teachers' marking of pupils' work
- how well the school ensures that pupils get equal access to all the opportunities it offers
- how well the school monitors and analyses pupils' progress and attainment.

Information about the school

Hawksworth Church of England Primary School is well-below average in size. The proportion of pupils from minority ethnic groups is low, but has increased each year since the last inspection. Similarly, the proportion of pupils whose first language is not, or is believed not to be English is low, but rising. The proportion of pupils with special educational needs and/or disabilities is below average overall but is broadly average for those with statements of special educational needs. There are no pupils known to be eligible for free school meals. The school has achieved the Healthy Schools award, Inclusion Chartermark and the Activemark for the quality of its work in these areas. It has also achieved the Stephen Lawrence Award for its work to promote racial harmony.

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

'You don't want to get up in the morning, but you do want to come to school.' This comment by one pupil summed up the views of every child with whom inspectors spoke. The school provides a good education for its pupils and a welcoming, caring and inclusive environment in which pupils feel very safe. There are some things the school does particularly well, notably the care, guidance and support provided for the pupils and the pupils' spiritual, moral, social and cultural development. As a result of the school's close attention to these things, the pupils become confident and self-aware young people, with a well-balanced approach to life and the world around them. Such personal attributes ensure, along with the above-average levels they reach in national tests, that the pupils are extremely well prepared to move on to the next phase of their education, a prospect that they talk about with quiet, but positive anticipation. The pupils exhibit high levels of personal motivation and very positive attitudes to learning. As a result, not only do they extract the full benefit from the things the school provides, but also they contribute significantly to their own success. The school is regarded very highly by parents and carers.

The quality of teaching and learning is good. In the lessons observed, however, teachers' use of questions and strategies to assess pupils' progress in lessons and to promote greater learning did not ensure a consistently good level of challenge for all pupils; a few pupils occasionally spent time on tasks they said were easy. The pupils make good progress in developing their verbal and writing skills, but their progress in mathematics is weaker. The teaching does not always provide sufficient opportunities for pupils to develop mental mathematics skills and teachers' questions are not always structured carefully enough to enable pupils to become more exact in their use of mathematical vocabulary when explaining calculations and processes. Mostly, pupils know how well they are doing and say that teachers give them clear advice on how to improve. The marking of pupils' work is carried out diligently by the teachers, but varies in quality and pupils were not always able to explain to inspectors what comments on their work meant.

The school has good capacity to improve further. There is a thorough process for monitoring the progress and levels reached by all pupils and for evaluating the impact of teaching. The information from this process is used well as part of the performance management of the staff. This work has helped to ensure that there are no significant differences in the achievement of different groups of pupils, including those with special educational needs and/or disabilities. Senior leaders have an accurate understanding of the school's strengths and weaknesses, based in part on the information from the monitoring process, but also on the views of parents and carers and pupils, which they

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obtain both through direct contact and regular surveys. In addition, the school has used external benchmarking schemes thoroughly, such as the Inclusion Chartermark, to compare the quality of its work against high standards and identify things that need improving.

What does the school need to do to improve further?

- Develop teachers' questioning techniques so that questions are consistently focused and structured to challenge and extend pupils' thinking.
- Ensure that pupils understand teachers' comments on their work through more consistent use of the best practice seen at the school.
- Provide more opportunities for pupils to develop mental mathematics skills and improve their use of mathematical vocabulary.

Outcomes for individuals and groups of pupils

1

The pupils enjoy their education greatly. This is shown in the comments they made to inspectors and in surveys carried out by the school and for the inspection, and in their response in lessons. Pupils of all ages spoke with inspectors confidently, fluently and lucidly on a wide range of subjects. In the lessons seen during the inspection, the pupils were keen to get on with their work and do well. In a Spanish lesson, Year 2 pupils strove to understand the teachers' questions and participated eagerly in exercises that combined speaking in Spanish with physical movement. In an art lesson, pupils sought out the inspector, because they wanted him to look at the beautiful 'darkroom' they had created, in which they were 'locating' fossils for use in their art work. They demonstrated excellent levels of concentration and took pride in being able to help each other. Learning assistants are deployed well and make an important contribution to making sure there are no significant differences in the progress made by different groups of pupils. Pupils from minority ethnic backgrounds achieve well.

The pupils get on together extremely well and older pupils demonstrate a strong sense of responsibility for their younger peers. There have been no exclusions at the school for a considerable time or any recorded instances of racial intolerance. The pupils' understanding and appreciation of different cultures is supported by projects such as one on India and a link with the Sudan. The school has made a link with another school in an area with a different social and cultural mix and intends to use this opportunity to enable pupils to gain more direct experience of other communities.

The pupils enjoy being active. This was observed both in physical education lessons and when they were at play. The pupils show a very high level of understanding of how to stay safe. A group of pupils representing all age groups engaged in a lively debate with inspectors about environmental and safety issues concerning the road outside the school, representing a range of carefully considered and balanced viewpoints. The pupils are proud of the contribution they make to the school, taking on a range of responsibilities that help with the day-to-day running of the school and supporting the school council.

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These are the grades for pupils' outcomes

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

How effective is the provision?

All of the lessons seen during the inspection provided pupils with a good range of activities that captured their interest. Inspectors saw examples of good cross-curricular work in a music lesson, when pupils worked enthusiastically to learn about rhythm using numbers to create patterns that they then played with percussion instruments.

The curriculum provides a good range of memorable opportunities that pupils pick out as highlights of their experience. One such example was a climate change summit in which the pupils participated with others from a range of schools across the local area. Activities such as the 'Compost Club' combine very cleverly elements of environmental education and simple responsibilities that assist in the smooth running of the dining arrangements. There is a good range of extra-curricular activities that are popular with the pupils.

The pupils described the school, with conviction, as a family. They express high levels of confidence in the staff and confirm that they feel cared for and listened to. In one notable instance, the school's work with a family and with external agencies resulted in very significant improvement to a child's attendance. One parent/carers wrote in the

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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inspection questionnaire thanking the school for its alertness in being the first to notice a child's medical problem and informing the parents/carers rapidly. The parent/carer went on to state that the school has ensured that the pupil has not been disadvantaged educationally. A very large majority of parents and carers think that the school helps them to support their children's learning, although those who spoke with inspectors during the inspection would like more help to support their children's learning in mathematics.

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?

Senior leaders have tackled the areas for development at the last inspection conscientiously. Improvements in the quality of teaching have been brought about by well-considered approaches to monitoring the work of the school, linked to the performance management of the staff. The school sets challenging targets for itself. Most parents and carers think the school is led effectively and almost all are happy with their children's experience at the school; a large majority are very happy. Governors have ensured a well-kept and attractive physical environment at the school that contributes much to pupils' enjoyment of their education. Policies are in place to cover all elements of safeguarding and are kept under regular review and good records are kept. The school's work to promote equal opportunities is good, although not all the required action plans are in place. Intelligent use of the Stephen Lawrence Award has provided a thorough and systematic approach to promoting community cohesion, but the school's efforts to evaluate the impact of this work are patchy. The Award is also one example of excellent work by the school with a range of partnerships that secures good opportunities for pupils that they would not otherwise get.

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	3

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The effectiveness of the school's engagement with parents and carers	2
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	1

Early Years Foundation Stage

Children settle quickly at the school. One parent/carer described a rapid change in a child from being nervous and reluctant to being confident and happy at school. The children develop good speaking and listening skills and are keen to talk about the things they are learning. For example, one child approached the inspector, unbidden, and took him by the hand to show him the class tadpole aquarium. 'These are going to turn into frogs', she said and picked up a book and found pictures of the metamorphosis, 'like this'. Another child came to find the inspector to show him the sock puppet he had been making and had previously discussed with the inspector. Children told the inspectors they particularly enjoy the 'Stay and Play' sessions, when parents and carers join in with the learning activities.

Members of staff use information from careful observations and analyses of children's achievements to plan a good variety of activities that capture the children's interest. The children move easily between indoor and outdoor areas and take part in a good balance of activities planned by the staff and others they have chosen themselves. They learn and play cooperatively very well, sharing equipment and helping each other to use it. The teachers have made good use of links with other schools and support from outside agencies to improve the accuracy and usefulness of assessments of children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Parents and carers expressed strongly positive views of the school. A very large majority of parents and carers are highly satisfied with their children's experience at the school. In response to the inspection questionnaire, the majority of parents and carers agreed strongly with every statement. A few parents and carers do not think the school takes account of their views. Inspectors found that, overall, partnerships with parents and carers are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hawksworth Church of England 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	76	9	22	1	2	0	0
The school keeps my child safe	29	71	11	27	1	2	0	0
The school informs me about my child's progress	22	54	17	41	2	5	0	0
My child is making enough progress at this school	21	51	16	39	1	2	1	2
The teaching is good at this school	23	56	16	39	0	0	0	0
The school helps me to support my child's learning	19	46	18	44	2	5	1	2
The school helps my child to have a healthy lifestyle	22	54	18	44	0	0	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)	24	59	11	27	1	2	0	0
The school meets my child's particular needs	22	54	14	34	2	5	0	0
The school deals effectively with unacceptable behaviour	18	44	18	44	2	5	0	0
The school takes account of my suggestions and concerns	19	46	15	37	5	12	1	2
The school is led and managed effectively	21	51	15	37	2	5	2	5
Overall, I am happy with my child's experience at this school	28	68	12	29	0	0	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



20 May 2010

Dear Pupils

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

Thank you for talking to my colleagues and me and making us welcome when we visited your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here is a summary of the main findings, which I hope will be of interest to you.

- The school provides you with a good education.
- You make good progress from your starting points when you join the school and your test results at the end of Key Stage 2 are above the average for pupils across England.
- Your attendance is high.
- You said that you thought the school was like a family and I could see what you meant. The adults care for you a great deal and work hard to make sure you get the best support.
- You said that you enjoy school a lot and feel very safe. You showed a lot of knowledge and understanding about how to stay safe.
- You behave very well and also get on with each other extremely well. As a result, everyone is able to get the best out of the school.
- Your parents and carers think very highly of the school and I can understand why.
- The school provides a good range of activities in lessons and other activities that excite you and are helping you to learn well.
- The headteacher and the staff at the school understand what needs to be done to make things even better.

I have asked the headteacher and the teachers to use questions in lessons in ways that make you think even more about your work so that you make the best progress you can. I have asked the teachers to make sure you have more opportunities to learn mental mathematics and to get you to use mathematical words more when asking you to explain how you did things. Finally, some of you told me that you didn't always understand the comments teachers put on your work, so I have asked them to make sure that you do. I know that many of you already make a very important contribution to the school and I am sure all of you will want to do everything you can to support the

staff in making Hawksworth Church of England Primary School better still.

Yours sincerely

Mr Clive Moss

Her Majesty's Inspector

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