

Inspection of a school judged good for overall effectiveness before September 2024: Haworth Primary School

Rawdon Road, Haworth, Keighley, West Yorkshire BD22 8DW

Inspection dates:

8 and 9 October 2024

Outcome

Haworth Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Paula Howe. This school is part of Brontë Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Asa Firth, and overseen by a board of trustees, chaired by Sarah Cotton.

What is it like to attend this school?

Haworth Primary School is a friendly and welcoming place. Pupils enjoy coming to school to learn and have fun with their friends and the supportive adults. They build strong relationships and look out for one another. This creates a supportive atmosphere where pupils achieve well.

The school sets clear expectations for pupils' behaviour. This begins in the early years. Children respond well to the routines that are in place. Pupils have confidence in the behaviour systems and the trusted adults in school. This helps them to feel safe and valued.

Pupils are enthusiastic about the 'Haworth Heroes'. These are the school's values that promote characteristics such as resilience and respect. Pupils enjoy leadership opportunities and demonstrate these characteristics. They act as ambassadors. They help around school and are role models to younger children. The school council gives pupils a voice; this promotes pupils' understanding about democracy. Pupils appreciate being part of discussion groups. They listen carefully and show respect for each other's views.

The school enriches pupils' experiences. It develops pupils' growing understanding of different cultures and faiths through faith visitors and links with other schools. The school offers a wide range of clubs, activities and residential visits that extend pupils' talents and interests.

What does the school do well and what does it need to do better?

The school has created a welcoming reading environment. Class book areas, a library and a curated selection of books inspire reading. Teachers share stories in class to further promote a love of books. The school teaches pupils to read effectively. Focused training and ongoing coaching enable staff to become experts in delivering phonics. Staff quickly identify pupils at risk of not keeping up with learning their sounds. Pupils who need to build their reading fluency receive regular extra practice. Pupils use their phonics well to read words accurately. The school has recently prioritised letter formation and the use of dictation practice. This is to address weaknesses in writing. However, some pupils are moved on too quickly without having enough practice. At times, these pupils struggle when asked to respond in writing. They are not able to form letters accurately or write fluently.

The school has developed a curriculum that builds the essential knowledge that pupils need for their next stage of learning. In mathematics, for example, children in the early years explore number patterns. They sing songs and rhymes. Older pupils use mathematical language accurately to explain their calculations. Pupils are helped to improve their speed of recall of key number facts, such as times tables. The school teaches a broad and balanced curriculum. This includes the arts and cultural experiences. The school has recently enhanced the teaching of subjects such as history and geography. These changes include more hands-on activities. Staff receive training which helps them to include these practical elements in lessons. The school provides dedicated time for staff to work together. This includes work with other schools and organisations to refine staff subject knowledge.

The recent introduction of 'golden threads' helps pupils to connect key knowledge within a subject, for example connecting the concept of monarchy with different kings and queens. These 'threads' lead pupils to a deeper understanding of their learning. However, as this approach is relatively new, its impact has not been fully realised.

The school has the same ambitions for all pupils. This includes pupils with special educational needs and/or disabilities (SEND). The school enables pupils with SEND to work well alongside their peers, for example through adaptations to resources. The school's specially resourced provision for pupils with SEND, The Nest, provides support at key points during the day. Pupils can access this quieter space as part of their bespoke timetable. This helps them to be able to rejoin their peers in class. Trained adults support pupils with their regulation and well-being needs.

The school offers a well-rounded education that includes personal, social and emotional development. Pupils are taught about important topics such as democracy, individual liberty and respect. They learn about local issues, healthy relationships and how to stay safe in a digital world. The school encourages pupils to take part in community activities. These include fundraising for local charities and visiting a local care home. This helps them to become responsible citizens. The school equips pupils with the skills they need for life in modern Britain.

The trust places a strong emphasis on staff and pupil well-being. This contributes to a positive school culture and improving outcomes. Staff are proud to work here. Leaders promote teamwork and value staff development. They actively address and monitor pupils' attendance. This has led to significant improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- The school's new strategies for helping pupils remember key knowledge in foundation subjects are not fully effective. As a result, some pupils struggle to remember and connect important learning over time. The school should continue to embed these new approaches to ensure that pupils know more and remember more across the curriculum.
- Some pupils have not learned correct letter formation. They struggle when asked to respond in writing. The school should prioritise teaching accurate letter formation and improving handwriting fluency.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Haworth Primary School, to be good for overall effectiveness in June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142949
Local authority	Bradford
Inspection number	10346592
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	Board of trustees
Chair of trust	Sarah Cotton
CEO of the trust	Asa Firth
Headteacher	Paula Howe
Website	www.haworthprimary.co.uk
Date of previous inspection	9 April 2019, under section 8 of the Education Act 2005

Information about this school

- Haworth Primary School is a larger-than-average-sized primary school.
- The school is part of the Brontë Academy Trust.
- The school provides a before- and after-school club.
- The school has a specially resourced provision for up to 12 pupils with autism from the ages of 3 to 11.
- The school has a higher-than-average number of pupils with an education, health and care plan.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with a wide range of staff, including the headteacher, designated safeguarding leads, the special educational needs and disabilities coordinator and subject leaders. The inspector also met with the chief executive officer, the chair of trustees, the trustees and the academy governors.
- Throughout the inspection, the inspector met with groups of staff and considered the opinions expressed through the staff survey.
- The inspector considered the views of parents and carers submitted via Ofsted Parent View.

Inspection team

Lesley Sullivan, lead inspector

His Majesty's Inspector

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