

Hawksworth Wood Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 107893 |
| Local Authority | Leeds |
| Inspection number | 363733 |
| Inspection dates | 27–28 April 2011 |
| Reporting inspector | Kath Halifax |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 179 |
| Appropriate authority | The governing body |
| Chair | Mrs Janet Tunnicliffe |
| Headteacher | Ms Andrea Padden |
| Date of previous school inspection | 20 February 2008 |
| School address | Cragside Walk Leeds West Yorkshire LS5 3QE |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons or parts of lessons taught by eight different teachers. Further time was spent looking at pupils' records, work books, and information about pupils' progress. Inspectors held meetings with leaders, members of the governing body, staff, pupils and other professionals. They looked at the school's review of its work, the current development plan, minutes of governing body meetings, and documentation to ensure pupils are safe. The responses to 23 questionnaires from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of strategies to raise the attainment of boys in Key Stage 2, particularly in English.
- Whether the provision for pupils with a gift or talent is effective.
- The effectiveness of systems to improve attendance.
- The progress pupils with special educational needs and/or disabilities make in Key Stage 1.

Information about the school

This is a smaller than average-sized primary school. It serves an urban area of Leeds. While most pupils are of White British or European heritage, there is an increasing number of pupils from Black African heritage, as well as a range of other minority ethnic backgrounds. Currently, there are 13 different languages spoken in school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number having a statement for their special educational needs is high because the school is funded for eight pupils with speech and language needs. A greater number of pupils than would be expected join the school after the start of the academic year. The school has achieved the Inclusion Chartermark, Advanced Healthy School status, Investors in Pupils, the Stephen Lawrence Education Standard Level 3 and an International School Award.

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. Leaders have very successfully created a school that embraces all learners. As a result, pupils respect and value their friendships with their classmates from different ethnic and religious backgrounds. Through extremely close and imaginative links with parents, carers, other professionals and countless community groups, pupils flourish and relate memorable experiences during their time in school.

Children enter reception with attainment below that is typical for their age. They make good progress and by the end of the year are working at the expected level in all areas of learning. Progress in Key Stage 1 is satisfactory and by the end of Year 2, attainment is broadly average. Pupils make good progress in Key Stage 2. Other than a dip in English in 2010, attainment has risen year-on-year since the last inspection. By the end of Year 6, attainment is now above average in reading and mathematics. The school has introduced a number of initiatives to raise pupils' attainment in writing and these have successfully accelerated progress, particularly for boys. Attainment in writing is now average but rising quickly, with an increase in the numbers reaching above average levels. Pupils' performance in science is above average with pupils now having an improved understanding of investigative science.

Teaching is good overall and reflects pupils' good progress from their starting points, but it is not as consistently strong in Key Stage 1, where some lessons lack pace and tasks are not always sufficiently challenging. Throughout the school effective teaching is exemplified by good relationships, a vibrant working environment and a rich curriculum.

As a consequence of the outstanding provision for pupils' spiritual, moral, social and cultural growth, they make outstanding progress in these aspects of their personal development. Behaviour is good and pupils fully embrace the opportunity to help in school and support the local and wider communities. Pupils receive excellent care and support and say they feel very safe in school. They have an outstanding understanding of keeping healthy. Attendance is above average in response to several initiatives, which are reflected in pupils' determination to be the weekly winners of classopoly.

Leaders know the school well and have a proven track record of improving outcomes for pupils. Issues identified at the last inspection to raise standards in science and to make better use of support staff have been remedied successfully. Leaders know what they do well and what needs to be done to raise attainment further. Detailed development plans describe how each subject will advance, but it is not always clear enough how the actions will improve attainment or how their impact will be measured. Nevertheless, staff know what needs to improve and are enthusiastic to support change. This, together with improvements in teaching and outcomes since the last inspection, give the school good capacity to continue to improve.

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What does the school need to do to improve further?

- Improve progress in Key Stage 1 by ensuring that:
 - the quality of teaching is consistently good
 - targets are sufficiently challenging
 - work is precisely matched to pupils' capabilities
 - lessons move learning on with a sense of urgency.
- Improve the leadership and management of subjects by ensuring subject leaders:
 - make more specific reference to targets for improving attainment in their action plans
 - evaluate the impact of strategies introduced
 - include in reports to the governing body an evaluation of the impact of initiatives on attainment.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy their learning. They are polite, bright and cheerful and appreciate the opportunities to work in groups and tackle problems. In most lessons, the behaviour of the vast majority is impeccable and a major factor in their good progress. On occasions, however, mainly when the pace of lessons is slow, they become distracted and can be mischievous. As a result of good plans and practices to support pupils with emotional and behavioural needs, these pupils learn to control their feelings so learning is not disrupted. As a consequence, exclusions have almost been eradicated.

Overall, pupils make good progress so attainment is rising and is now above average by the end of Year 6. Mathematics and reading are particularly strong. Adjustments to the way writing is taught and more individual tuition have resulted in good improvement, particularly for the current Year 6 pupils with a higher percentage reaching above average levels. Outstanding teaching for this group, aimed at raising boys' attainment in writing is successfully motivating boys and has resulted in some high quality writing, for example, of adventure stories. The attainment of Black African pupils is above average throughout the school. The progress of pupils from families who are asylum seekers or refugees is assisted by rigorous assessment and a ten week intensive communication course. Good procedures to identify and provide for pupils who have a gift or talent contribute to raised attainment. For example, gifted mathematicians increase their rate of progress through work with mathematics teacher from the local secondary school. Pupils with special educational needs and/or disabilities are identified promptly, supported well and make good progress. This includes the pupils who are funded for speech and language needs, who are fully integrated into their appropriate age group, and who make similar progress to their peers.

Pupils are proud of their achievements and undertake their numerous responsibilities conscientiously. They make a considerable contribution to the school and local community, for example, in their work in 'greening up Hawksworth, the 'mini-policing' project and the creation of a sensory garden at a nearby abbey. Pupils promote community cohesion most effectively in the school and beyond through their establishment of a 'Diversity Forum'.

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This initiative very successfully ensures those new to the school are teamed up with someone who speaks their language or who comes from a similar cultural background. Issues about safety and well-being are incorporated very successfully into the curriculum. As a result, pupils have an excellent understanding of keeping themselves safe and healthy.

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 | 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 | 1 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has improved considerably since the last inspection and far better use is made of teaching assistants and additional teachers. For example, the specialist teaching of science to pupils in Year 6 is reflected in their above average attainment. Similarly, teaching assistants are now used resourcefully to support individuals and small groups of pupils thus increasing their rate of progress. Teachers plan their work conscientiously and are clear about what pupils will learn. Most times work is carefully matched to differing abilities, though targets and activities for pupils in Key Stage 1 sometimes lack challenge. Interactive white boards are used to good effect to gain and maintain pupils' interest and to reinforce particular teaching points. In most lessons, there is a sense of urgency to move pupils' learning on, but occasionally in Key Stage 1, the pace slows, or pupils are kept sitting listening for too long and so the rate of learning decreases. Assessment is good and accurate, although the marking of pupils' books does not always lead to improvement.

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The imaginative curriculum motivates pupils and engages them very well with learning. The focus on the key subjects of English and mathematics contributes successfully to pupils' progress. A range of programmes to boost the performance of pupils who learn more slowly is effective in increasing their rate of learning. Similarly, more-able pupils are catered for effectively with additional activities. Numerous clubs, visits and visitors make learning interesting and meaningful. Work with dancers and musicians, for example, contributes tremendously to pupils' enjoyment, and has been instrumental in identifying and providing for pupils who have a gift or talent.

All pupils benefit from very good relationships with adults. They are known and respected as individuals. Excellent arrangements are in place to ensure that pupils who speak English as an additional language and those arriving after the start of the school year have a good understanding of English and settle quickly. Continual liaison between teachers and the speech and language therapist enable pupils with communication needs to make good progress, particularly in speaking and listening. Very good links with a range of health professionals and agencies contributes to pupils' well-being. The learning mentor programme plays a significant part in promoting pupils' emotional well-being and in providing targeted support for pupils who are potentially vulnerable due to their circumstances and those experiencing difficulties in their personal life. Leaders have worked successfully with parents and carers to improve attendance and in including them in their child's education through workshops in, for example, reading and behaviour management.

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 is unrelenting in the drive to provide the best education possible for the pupils. An effective leadership team has been assembled and morale is high. Good professional training for staff has seen improvement in pupils' attainment. Leaders provide very good examples to their colleagues as classroom practitioners. The exemplary leadership of mathematics has resulted in a considerable rise in attainment and progress in this subject. Subject leaders report regularly to the governing body, although the reports are mainly descriptive with few examples of in-depth evaluation of the impact of initiatives on raising attainment. A wealth of information has been gathered about pupils' attainment and progress. The analysis of the data by different groups of pupils is thorough and helps leaders to quickly identify gaps in learning and provide support for those needing additional help. However, this information is not used as effectively by most subject leaders when setting targets for improving attainment in their subject action plans so that improvements can be easily measured.

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Excellent links have been formed with other educational establishments, for example, in information and communication technology, enabling pupils to have a very good understanding of robotics and animation. Outstanding links with health and other professionals are successful in reducing barriers to learning.

Governance is good. Members of the governing body are increasingly holding the school to account. They take their responsibilities seriously, particularly in ensuring the health and well-being of pupils and staff. At the time of the inspection, good arrangements were in place to safeguard pupils. Adults have a good understanding of protecting their pupils and work well alongside parents and carers, for example, in internet safety and the use of social networking sites.

The school is a cohesive, harmonious community where pupils from all backgrounds have equality of opportunity in accessing all the school offers. Improved assessment information is enabling the school to move more swiftly where gaps in pupils' learning appear. As a consequence of the outstanding provision for community cohesion, pupils' understanding of diversity is remarkable and demonstrated in practice. Pupils take pleasure in learning about the customs and beliefs of their classmates, as well as those attending their European link schools.

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 | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enjoy their time in the Reception class. They make good progress in all areas of learning because of the good provision. Teaching is good with a suitable balance between adult-led and child-centred activities that cater well for children's academic achievements, and for their personal development. Good use is made of the outdoor area to further learning, especially for boys' attainment in writing. For example, when creating adventures with dinosaurs in a pre-historic landscape, boys used imaginative vocabulary and

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improved their spelling as they devised names for their dinosaurs. Children have a good understanding of keeping safe and healthy. This was demonstrated in a physical education lesson as they made good use of space and talked about the effect of exercise on their bodies. Leadership and management of the Early Years Foundation Stage are good. All the required welfare requirements are met. As in the main body of the school, the arrangements for pastoral care are outstanding. Adults regularly 'go the extra mile' to support children and their families. Exceptional links with the co-located children's centre contribute considerably to children's confidence and continuity in their learning.

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

Just over one tenth of parents and carers responded to the questionnaire. The vast majority of these were very positive. Parents and carers say they find staff helpful, and they appreciate the support given to pupils experiencing difficulties or who learn more slowly. All report their child is making progress. There was only one disagreement with one statement and there were no negative comments. The inspection team endorses the strengths identified by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hawksworth Wood 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 20 | 87 | 3 | 13 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 15 | 65 | 8 | 35 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 15 | 65 | 8 | 35 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 16 | 70 | 7 | 30 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 18 | 78 | 5 | 22 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 18 | 78 | 5 | 22 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 13 | 57 | 10 | 43 | 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) | 14 | 61 | 8 | 35 | 1 | 4 | 0 | 0 |
| The school meets my child's particular needs | 13 | 57 | 9 | 39 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 16 | 70 | 7 | 30 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 11 | 48 | 12 | 52 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 14 | 61 | 9 | 39 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 19 | 83 | 4 | 17 | 0 | 0 | 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 all 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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



28 April 2011

Dear Pupils

Inspection of Hawksworth Wood Primary School, Leeds, LS5 3QE

Firstly may I say what an enjoyable time my colleagues and I had when we visited your school. Thank you for talking to us and for showing us your work. We especially enjoyed hearing about the Diversity Forum and your visits to the opera and the ballet. It was very clear from our chats and the questionnaire replies that we received from you, and from your parents and carers that you enjoy school, and think that you are safe and very well cared for.

Yours is a good school and it is providing you with a good education. Your teachers have high expectations of your behaviour and the work you produce. They teach interesting lessons. As a result, standards are rising and you are achieving well, especially in mathematics and in reading. You are well behaved and receive excellent support and guidance. It is good to see your excellent understanding of keeping safe and healthy and all the work you do around Hawksworth and through your fund-raising.

The school's leaders are working successfully to make the school better for you. There are two things we have asked them to do to improve it even more.

- We would like to see pupils in Years 1 and 2 making faster progress.
- We would like those teachers who lead on different subjects to set targets for your attainment in their subject plans, and to review whether the actions they have taken enable you to reach them.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Katharine Halifax

Lead Inspector

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