



# Oakworth Primary School

Inspection report

Unique Reference Number 107436  
 Local Authority Bradford  
 Inspection number 287816  
 Inspection dates 16 January 2007  
 Reporting inspector Mrs Lesley Clark

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

Type of School	Primary	School address	Station Road
School category	Community		Oakworth
Age range of pupils	3-11		Keighley
			West Yorkshire
			BD22 7HX
Gender of pupils	Mixed	Telephone number	01535 642309
Number on roll (school)	403	Fax number	01535 642199
Appropriate authority	The governing body	Chair of governors	Mr John Barnes
Date of previous school inspection	May 2001	Headteacher	Mr Adrian Francis

Age group	Inspection date(s)	Inspection no.
3-11	16 January 2007	287816

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This semi-rural primary school is much larger than average, with additional Nursery provision for 52 children. Most pupils come from the immediate locality. It is a popular school and has waiting lists for some year groups. Socio-economically the school is broadly average as is pupils' attainment on entry. The proportion of pupils with learning difficulties and/or disabilities is slightly below average but an above average proportion has a statement of special educational need.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 1**

This is an outstanding and happy school that is much loved by its pupils and all who work there. It provides an outstanding, all round education, at the end of which, pupils leave as mature young people with a positive outlook and very high academic standards. Such standards have been sustained over many years because all pupils make excellent progress during their time at Oakworth Primary. First rate teaching and exceptional leadership and management ensure that pupils develop a real love of learning. Pupils say, 'We definitely learn a lot and we have fun. Lessons are interesting because we learn in different ways.' The school's view of its achievements is more guarded because it recognises 'there is always more to do'. Because of this constant drive to be better still, it has outstanding capacity to improve. Parents are warmly appreciative of the school's approachability and 'great communications' and point out that the staff 'work together with the interests of the child at heart'. The school does not rest on its laurels and has a very clear view of where it wants to go and the means to achieve it. Systems for management are simple and highly effective. Governors give good support and ensure that the school provides outstanding value for money.

Standards have been well above average for the past five years and each year shows significant improvement. Standards continue to go up because of outstanding teaching and an extremely good curriculum which links subjects creatively together so as to bring learning alive for young people. A large proportion of pupils exceed the level expected at the end of Year 6, particularly in English where reading is very strong and in science where pupils thrive on the practical work. Standards in mathematics are equally good though the proportion of pupils at the higher level tends to be slightly smaller than in the other two subjects. This is because pupils have relatively fewer opportunities to use and apply their mathematical skills compared to their skills in literacy where extensive use of role-play promotes writing extremely well. Teachers' insistence on high standards of presentation is a major contributory factor to pupils' outstanding achievement for, not only does it promote methodical and thoughtful working approaches, it ensures pupils take pride in their work.

Arrangements in the Foundation stage are outstanding. Children quickly develop confidence and independence as they learn new skills through exciting and thought-provoking activities. The systems to support pupils' personal development and to guide them academically are outstanding and secure at least good progress for all pupils at each stage of their education. An exceptional feature is the extent to which pupils are involved in assessing their own learning so they have a very clear understanding of what they need to do to improve their work. As a result, those with learning difficulties and/or disabilities learn to be as reflective and self-aware as other pupils. Pupils greatly enjoy school, as shown by their above average levels of attendance. Their outstanding personal development is a product of the great commitment that

each staff member shows to them as individuals and the imaginative curriculum that caters exceptionally well for their different interests and needs. Their excellent behaviour, mature independence and awareness of others mean that they act safely and show respect for the world around them. Their sensitivity is shown in this appreciative comment: Year 6 pupils agreed that one of the best things about their school was that 'the cleaners and caretaker keep the school nice and clean for us to come into each morning'. Pupils' interest in sport and knowledge of how food affects their bodies ensure that they know how to live healthy lives. The whole essence of the school is one of teamwork so pupils develop a real sense of the value and pleasure to be gained from contributing to the community. Important responsibilities within school, very high academic standards and an understanding that work can be fun, prepare them extremely well for their future lives.

### **What the school should do to improve further**

- Strengthen the use of mathematics throughout the curriculum so as to maximise opportunities for pupils to use and apply their mathematical skills.

### **Achievement and standards**

**Grade: 1**

Achievement is outstanding and standards are well above average. Children get off to a flying start in the Foundation Stage and make good or better progress in every class. Standards are above average at the end of Year 2. The trend in the school's results is upwards, despite an uncharacteristic dip in English at the end of Year 6 at the higher level in 2006. A push on boys' writing in recent years has paid dividends, with boys winning prizes in a national poetry competition recently. Standards in science are very strong, especially at the higher levels, because pupils do extensive practical investigations which they record vividly using charts, graphs and diagrams as well as written accounts. Slightly fewer pupils reach the higher levels in mathematics than in the other two subjects because numeracy is integrated less imaginatively into all subjects and so, although pupils do weekly challenges and parents are now more involved, there are fewer incidental occasions for pupils to use and apply their skills. The school sets accurate but challenging targets which it usually meets or exceeds.

### **Personal development and well-being**

**Grade: 1**

Pupils thoroughly enjoy all that they do, form excellent relationships and behave in an exemplary fashion. The strong emphasis placed in the Foundation Stage on personal development means that, from an early age, pupils become

increasingly confident and self-reliant. Older pupils eagerly take on responsibilities saying, 'in this school everyone helps each other'. Members of the school council are highly organised and play an active part in school life, such as improving the 'star of the week' dining table. A notable feature is the extent to which younger members are consulted and their ideas taken seriously and acted upon. Pupils show great respect for and readily include all members of the community, understand the fairness of rotas for playground games and are generous charitable fund-raisers, donating, for example, the proceeds from the termly school newspaper. Pupils' spiritual, moral, social and cultural development is outstanding. Their strong knowledge and appreciation of other cultures is particularly well promoted through the arts which also nurture their ability to reflect on life. Pupils' ability to reflect is an important facet of their exceptional academic achievement.

## Quality of provision

### Teaching and learning

**Grade: 1**

The quality of teaching and learning is outstanding. In all classes, teachers put pupils' learning first. Pupils' perception is that, 'teachers help us to learn in easier ways', a reflection of the care with which teachers make sure that different learning styles are catered for. Because of this variety, the pace of lessons therefore is naturally varied. Outstanding planning means that work is matched carefully to pupils' different needs and so all learners make the best possible progress. Teachers' good subject knowledge enables them to get the best out of their pupils through effective questioning. A keen sense of fun ripples through classrooms. The use of role play to help pupils learn is second nature: pupils assume it is normal to act as policemen or to wade through imaginary filthy streets as in nineteenth century Britain. Marking is exceptionally good with time given at the start of lessons for pupils to act upon the comments made by teachers. Pupils use their targets regularly to check their progress and are very clear what they need to do to move up a level.

### Curriculum and other activities

**Grade: 1**

The creative curriculum develops pupils' skills through a wide range of experiences and through linking subjects together imaginatively. Particular weeks each term are devoted to themes as diverse as grandparents, Europe or James Bond and this brings learning alive and increases its relevance. The excellent curriculum in the Foundation Stage ensures that children make rapid progress in developing new skills as well as becoming assured learners. Exciting large-scale constructions such as the space station complete with controls and flashing lights give a keen edge to children's developing understanding of mathematical shapes. This balance of teaching key skills and encouraging

learning through very well chosen play activities continues successfully in Year 1 where it is being trialled ready for development in other year groups. Excellent provision for extra curricular activities, coupled to the rich everyday curriculum, mean that pupils' different needs and talents are served exceptionally well.

## **Care, guidance and support**

**Grade: 1**

High quality personal, social, health and citizenship education promotes pupils' social and moral development most effectively. Child protection procedures are robust. The systems to support children with learning difficulties and/or disabilities or who are gifted and talented are outstanding and the school has the capacity to cope successfully with a wide range of needs and abilities. The systems to support academic progress are excellent and give a clear overview of progress and challenging targets to aspire to. It is easy to track the progress of different pupils and so support is targeted precisely when and where it is needed. Pupils are involved in setting targets and play a large part in checking whether they have met them or not. The end result is highly effective learning.

## **Leadership and management**

**Grade: 1**

Considerable staffing changes since the last inspection have been used productively to inject new life into all aspects of the school, enabling good improvement from its original good foundation. The headteacher's commitment to teamwork is evident in the school's highly effective management systems. Rigorous assessment and scrupulous self-evaluation are the keys to the school's success and to its demonstrable progress. Monitoring of teaching and learning is stringent and the school improvement plan reflects the leadership's high aspirations. The headteacher's calm, supportive approach and championing of individual needs has created a strong team of dedicated staff who enjoy what they do and transmit this to the pupils. Everyone is valued. A flexible system of management, whereby the senior management team is supplemented as required by other leaders, helps further promote the strong teamwork evident throughout the school as well as giving good professional development to staff. Preparation time is structured so as to enable teachers in the same year groups to plan and assess together as well as have time on their own. This helps to give teaching an individual edge as well as opportunities to teach together. The leadership of subjects is similarly coordinated, with staff working in curricular teams. These interlocking systems give enormous strength and stability to the school, enabling the headteacher to support other local schools for a term without detriment to this one. Governors are fully appreciative of the strengths of the school and play a full part in monitoring its work. The school's strong sense of direction is firmly founded on its mission to 'develop in children a love of learning'.

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## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>1</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The quality and standards in the Foundation Stage	<b>1</b>
The effectiveness and efficiency of boarding provision	<b>NA</b>
The effectiveness of the school's self-evaluation	<b>1</b>
The capacity to make any necessary improvements	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>1</b>
The <i>standards</i> <sup>1</sup> reached by learners	<b>2</b>
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	<b>1</b>
How well learners with learning difficulties and disabilities make progress	<b>1</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The behaviour of learners	<b>1</b>
The attendance of learners	<b>2</b>
How well learners enjoy their education	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

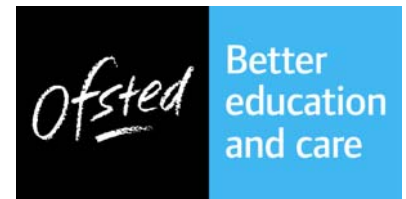
## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>1</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>1</b>
How effectively and efficiently resources are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

Oakworth Primary School  
Station Road  
Oakworth  
Keighley  
West Yorkshire  
BD22 7HX



17 January 2006

Dear Pupils

Thank you very much for welcoming me and for talking so readily about your school. I really enjoyed meeting you and seeing some of your interesting and often exciting lessons. I can see why you find learning fun! My visit was part of the inspection system for the whole country that assesses how well pupils are learning. Yours is an outstanding school because it helps you all to make excellent progress and achieve high standards in both your work and your personal development.

These are some of the things that are really good about your school.

- You achieve high standards especially in English and science. Your handwriting is especially neat and your science books really show off the interesting work on the black pages.
- You are encouraged to have a say in what goes on at school both in lessons and through your school council. The councillors have good systems to ensure they really represent your views, including those of the younger children.
- Your teachers make learning fun and you are lucky to have so many different and interesting things to do.
- Your school is extremely well organised and teachers have time to think and to plan how to make things better.
- Your school prepares you exceptionally well for your future lives.

I know everyone wants to do even better and I have suggested one thing that will help.

- You should have just as many interesting and varied opportunities to use and apply your mathematical skills in other subjects as you do in literacy. This would strengthen your achievement in mathematics and give additional practical activities to those of you who benefit from working in that way.

With thanks to all of you and very best wishes

Lesley Clark  
(Lead inspector)