

# HAWORTH PRIMARY SCHOOL

LEARNING FOR LIFE



Helen Thompson – Headteacher

Haworth Primary school is an average-sized community primary school set in the heart of a rural village. In September 2014, the Local Authority raised our admission number from one to one-and-a-half classes and this has been a vehicle for making significant changes to the physical environment. We have a community nursery, where many children transfer to other local schools at the end of their Nursery year. The overwhelming majority of our pupils are from white British backgrounds and the proportion of disadvantaged pupils supported by the pupil premium funding is broadly in line with the national average.

The proportion of disabled pupils and those who have special educational needs is above average and staff, at all levels, are highly skilled at supporting inclusive practice. In September 2014, we opened an interim designated special provision (DSP) for children with communication and interaction needs, including autistic spectrum disorders. It is planned to expand this specialist provision to support to 12 pupils from across the local authority from January 2016.

Our 2015 OFSTED inspection recognised Haworth as being a good school overall, with behaviour and safety being outstanding. The inspection report stated:

“The headteacher and deputy headteacher have a clear vision for school development and are energetically driving improvement. The headteacher has created, and is well supported by, an effective senior leadership team. As a result, pupils’ behaviour and safety are outstanding and the quality of teaching and pupils’ learning are good. The school has a good capacity for further improvement.”

The headteacher and deputy headteacher were both appointed in September 2013 following the previous inspection. Our driver for success was not to satisfy Ofsted, but to put the child at the heart of school improvement, providing an innovative curriculum and relevant learning experiences to engaged and enthusiastic learners.

We are proud to be at the heart of our community and believe the successful partnerships between families and Haworth Primary School are vital to the happiness and success of our pupils. We have engaged in a significant amount of work to raise aspirations over the past 2 years and our whole school community work together to exemplify our school motto of “Learning for Life”. We pride ourselves in educating children in a fully inclusive environment that is challenging, exciting, and purposeful and in which everyone experiences success. We expect children to make excellent educational progress and be proud of their own, and their schools’, achievements. The pupil voice is extremely strong across the whole school, and this has been another key driver in our school improvement journey.

At Haworth, we have worked together to design a unique, balanced, rich and inspiring curriculum which specifically meets the academic, personal and social needs of our pupils whilst adhering to the requirements of the Primary National Curriculum 2014. We also introduced a new behaviour system in September 2014 which resulted in behaviour being outstanding, with our pupils caring for those around them and in the wider community. Our curriculum encourages all pupils to explore and celebrate diversity whilst becoming enthusiastic, independent and confident learners ready to take their place as positive British





and global citizens. English and Maths are taught both as discrete subjects daily and as an integral part of our Creative Curriculum.

A key part of our success has been the development of our personalised 'Green' curriculum, based on sustainability and the Food For Life principles. This permeates all we do and ensures that we have a meaningful curriculum which really engages children. We are a 'Food for Life' flagship Gold Award school and Fairtrade School. We have also been awarded our 5th Eco- Schools Green Flag and are a Centre of Excellence for Sports England. This means that children enjoy a wide range of high quality outdoor learning and food-related activities such as cooking, gardening and farming which are all linked seamlessly across the curriculum.

The development of distributed leadership and shared decision making has been a key focus over the past two years to ensure that all staff could be fully engaged with our school improvement journey. We have invested in a coaching model for staff development, as a result of this Ofsted recognised that staff morale is high. This shared responsibility has given staff the confidence to make suggestions and decisions focused on improving teaching and learning across the school. Middle leaders are now fully involved in monitoring and evaluating the quality of work in their areas of responsibility and are highly effective in their roles. We have a number of staff who are new to their roles this year, but Ofsted identified that they are already having a clear impact on further improvement because of the training and support they receive. This distributed approach to monitoring, together with tightly targeted performance management objectives, has focused teachers on improving pupil progress and led to more honest and rigorous self-evaluation. Staff at all levels appreciate the good procedures for staff training and development and feel fully supported in their roles.

Ofsted found Haworth Primary to be a good school.

The headteacher and deputy headteacher provide clear and imaginative leadership. They are well supported by an enthusiastic and focused staff team. The governing body offer good support and rigorous challenge. As a result, the quality of teaching and pupils' achievement are good overall and improving. Provision is good in the early years and children achieve well in all areas of learning. They are well prepared for their future education when they start Year 1. Pupils of all abilities make good progress throughout the school in reading, writing, mathematics and other subjects. They are keen to learn and be independent in their work.

Pupils with special educational needs, including those in the new designated special provision, achieve well. Pupils' behaviour and safety are outstanding throughout school. The quality of teaching is good overall. Teachers have high expectations. Teaching assistants are trained and deployed well. The curriculum is exciting and well planned. Pupils' spiritual, moral, social and cultural development is strongly promoted. In particular, the school makes an excellent contribution to pupils' health and well-being through its Food for Life status and as a Centre of Sporting Excellence.

Although achievement and the quality of teaching are not yet outstanding overall, the school is well placed to address the remaining inconsistencies in teaching and learning. We are highly focussed on improving all elements of the school's work. Our ambitions are very clearly communicated to pupils, parents and carers and we all recognise that the school has to sustain and build still further upon improvements made. As our achievement improves year on year, we always remember our school values, which were created by the whole school Community; 'REACH for the Stars' = Respect, Engage, Aspire, Care, Happiness

