

Inspection of Worth Valley Primary School

Bracken Bank Crescent, Keighley, West Yorkshire BD22 7AX

Inspection dates: 15–16 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

This is a warm, friendly and welcoming school. The pupils are rightly proud of it. The staff are proud to work at it. The headteacher is proud to lead it.

The headteacher is determined that pupils will do as well as they can. She has put her pride in the school and the community it serves at the heart of what is happening at the school. She shares her high aspirations for pupils with all staff.

To lift everybody's expectations, the headteacher has brought in a new curriculum. Much of it is planned and in place already. It has raised the bar for teachers and for pupils. Everyone is responding to the challenge. Pupils have discovered or increased their enjoyment of reading.

Pupils are safe in school and they feel safe. They are not worried about bullying. Their behaviour is good. Right from the early years, pupils understand how to conduct themselves in a courteous and respectful way.

This is a school which teaches its pupils about tolerance and respect for others.

The school is best summed up by the comment of one pupil, who said, 'At Worth Valley we are one big team.'

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

The school provides a good quality of education. Leaders have considered what pupils should learn, when and why. Some subjects have already got well-planned programmes of study in place. Here, there are clear links from what pupils learn in Year 1 to what they learn in Year 6. The teaching in these subjects is very effective. Teachers have strong subject knowledge. This means that they teach the 'units' with confidence and skill.

In a few subjects, curriculum plans are being finalised. However, leaders have made sure that teachers have got stuck in with what is planned so far. Leaders are training subject coordinators and teachers in how to plan and teach the new units. Due to the newness of these plans, some of the teaching in these subjects is a little less confident at the moment.

Leaders have made the teaching of reading a priority. Everyone teaches early reading to the Reception Year and Year 1 in the same way. As well as this, they have made reading for pleasure a big thing in school. Pupils told inspectors how much they enjoy reading. Due to these actions, pupils are quickly getting the skills they need to be good readers.

The behaviour of pupils is a strength of the school. They are polite and welcoming. Pupils said that bullying is very unusual but gets sorted out if it happens. In class,

pupils are well behaved and listen for most of the time. The relationships between staff and pupils are respectful. Pupils get on well with their learning.

School does lots of work to improve attendance. It is getting better, but it is still not as good as it needs to be.

Leaders provide lots of opportunities for pupils to experience things which help them to grow as young people. They learn about other people's faiths and cultures. One pupil told an inspector, 'No matter where you are from, whatever faith or language, you are welcome here. Everyone is respected.'

The needs of pupils with special educational needs and/or disabilities (SEND) are well met most of the time. Leaders have got a firm grasp of support needed, and how to put it in place. Pupils with SEND feel very supported at school. Yet a couple of parents do not think school's support for SEND is as strong as they would like.

The school is well led and managed. The staff are overwhelmingly proud to work at the school. Governors have a clear understanding of the school's strengths and where there is still work to do. The headteacher and senior staff are well supported by the trust.

The early years foundation stage provision is good. Staff make sure that they teach reading from the start. Due to this, children in the Reception Year learn their sounds and letters correctly. The early years base is a welcoming area. There are plenty of play-based activities for the children to try. Staff use these activities well to encourage the children's use of language. Leaders have put in place a curriculum which prepares the children for key stage 1. Children's behaviour is very good. The staff are skilled at helping the children learn how to get along with others.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. The necessary checks are made on staff who work there. Staff receive training in appropriate safeguarding matters. Leaders keep safeguarding at the forefront of staff minds. The systems for identifying and helping those pupils who need extra help are strong.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions leaders have already taken to plan the curriculum and train staff in how to deliver it that they are in the process of bringing this about.

- In respect of the bullet above, leaders should continue the work they are already doing in the foundation subjects where plans are not yet finished. They should also continue the training of staff, so that there is the necessary level of subject specialist knowledge. This is essential, as leaders' curriculum design is founded on discrete subjects rather than cross-curricular topics.
- Leaders are aware of where 'quality first teaching' is less strong than elsewhere in school. They know that where quality first teaching is at its best, pupils with SEND receive provision which is particularly effective. Leaders should continue the actions they have already started, to make sure that quality first teaching is uniformly strong, so that provision for pupils with SEND is consistently at the highest level.
- It is recognised that leaders have worked very hard to improve rates of attendance and to reduce the rate of persistent absence. This is a quickly improving picture. It is also recognised that leaders need greater support from some parents in improving attendance further. Leaders should continue to take all necessary action to maintain the improving trend in rates of attendance.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143510
Local authority	Bradford
Inspection number	10110538
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	Board of trustees
Chair of trust	Brian Wilson
Headteacher	Ceinwen Lodge
Website	www.worthvalleyprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Worth Valley Primary School converted to become an academy school on 1 December 2016. When its predecessor school, Worth Valley Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school has provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and deputy headteacher. We discussed the provision for pupils with SEND, for the pupil premium funding and for pupils' personal development. We met with a trustee, who is also the chair of the local governance board. We met the chief executive officer of the trust.
- As part of this inspection, we carried out in-depth considerations of four subjects, known as 'deep dives': reading, mathematics, science and geography. A deep dive consists of: a meeting with the subject leader to get an overview of the curriculum planning and how it works in practice; a visit to several lessons in that

subject in different year groups, accompanied by the leader; a meeting with some of the teachers whose lessons were visited; a discussion with some of the pupils who were in the lessons visited; and a scrutiny of the workbooks of some of the pupils in the lessons visited. We also visited lessons to check on the provision for pupils with SEND.

- To inspect the safeguarding arrangements in school, we looked at the records of staff employed at the school and the checks made on them. We met with the staff with particular responsibility for safeguarding. We sampled case files to look at how the school identifies, helps and manages vulnerable pupils. We spoke with numerous pupils, staff and governors about safeguarding.
- We spoke with pupils in meetings and around the school site.
- We spoke with a wide range of staff, including teachers and support staff.
- We visited the pre-school breakfast club and spoke with parents at 'drop-off' time.
- The responses to Ofsted's online questionnaires were considered. This included the staff survey (19 responses), Parent View (26 responses) and the free-text responses to Parent View (25 responses).

Inspection team

Steve Shaw, lead inspector

Her Majesty's Inspector

Natasha Greenough

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019