

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

Long Lane, Harden, Bingley, West Yorkshire BD16 1LJ

Inspection dates:

4 and 5 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Leanne Ruddock. This school is part of Exceed Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Duncan Jacques, and overseen by a board of trustees, chaired by Hearl Lenton.

What is it like to attend this school?

Pupils achieve well and flourish at this caring and inclusive school. The school has high expectations of the pupils and ensures that they benefit from a broad and rich curriculum. This is reflected in pupils' high attainment at the end of key stage 2 in national assessments for reading and mathematics. Children in the early years also make a strong start to their education.

Pupils conduct themselves and behave very well. They are highly considerate and polite. Pupils consistently demonstrate the school values, such as being a good role model and respecting the feelings of others. They work hard in lessons and cooperate well with the staff and each other. Pupils make an incredibly positive contribution to the ethos of the school.

The school encourages pupils to take part in enrichment opportunities. Pupils of all ages enthusiastically make the most of these activities and everyone is involved. Workshops on forensic science, the Tudors and Bhangra dancing help to bring learning to life. Pupils demonstrate leadership in a variety of roles that they relish and learn from. These include the fair-trade group, the 'happiness heroes' and the 'active ambassadors'. These roles give pupils opportunities to learn about sustainability, well-being and sport.

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

Pupils develop a deep understanding of a wide range of national curriculum subjects. They are exceptionally well prepared for each stage in their education journey. Pupils with special educational needs and/or disabilities (SEND) benefit from the support of knowledgeable and caring staff. They make excellent progress from their starting points.

The teaching of reading and mathematics is highly effective. Timely and effective support is provided to pupils who require a little more help learning to read. There is a strong culture of reading in school. Pupils read a wide range of fiction, non-fiction and poetry. There are regular visiting authors. Pupils enthusiastically work towards rewards for reading and writing book reviews. The trip to a local book shop is a particular highlight. In mathematics, pupils learn accurate facts and methods. This begins in the early years, where children confidently count, calculate and learn about size and shape. As pupils progress through the curriculum, they are able to apply these facts and methods to solving different types of mathematical problems.

Pupils learn new information and skills in a variety of other subjects. Children in the Reception Year know which materials will float or sink. In key stage 2 geography, pupils explain the difference between climate and weather. Learning in history draws on the rich, local heritage of the industrial revolution. Teachers check carefully that pupils understand their learning and are ready to move on. Pupils with SEND learn this curriculum alongside their peers. Any additional needs are promptly identified. Staff ensure that pupils with SEND receive the right support in lessons to achieve well.

The school ensures that pupils broaden their horizons. Pupils are encouraged to consider important questions. Through these, pupils develop a strong understanding of local and global issues. For example, pupils learn about democracy by asking 'who makes the big decisions?' A citizenship programme allows pupils to collaborate with other schools and work with pupils from diverse backgrounds. In this forum, they have considered topics such as mental health, poverty and racism.

The programme for personal development is highly effective. It provides pupils with valuable skills and knowledge for later life. Pupils begin to learn about careers by considering whether they would rather run their own business or work for a company. Visiting speakers, such as a sports journalist, enrich the careers programme. The school teaches pupils to be healthy and safe. Pupils enjoy posting photographs of their well-being activities on the 'healthy selfie' board in the school hall. Pupils have an age-appropriate understanding of other important topics, such as healthy relationships and online safety. Many pupils, including those with SEND, engage in a varied sports programme that includes dance, football and cross-country running.

Pupils behave very well at social times. They know the important rules and routines and rarely need reminding of them. The playground is a happy place, full of activity and friendship. Pupils enjoy coming to school. They attend well.

Local governors work collaboratively with trust leaders to monitor and support the school. They know the school and the community well. Leaders at all levels work effectively together in the best interests of the pupils. Staff feel valued and they are extremely positive about working at the school. Workload is managed well. Parents and carers enjoy the opportunity to come into school regularly to see what pupils have been learning. The schools' engagement with parents is a clear strength of the school.

Safeguarding

The arrangements for safeguarding are effective.

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 to be 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 first ungraded inspection since we judged the school to be good for overall effectiveness in September 2019.

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	140076
Local authority	Bradford
Inspection number	10346515
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	Board of trustees
Chair of trust	Hearl Lenton
CEO of the trust	Duncan Jacques
Headteacher	Leanne Ruddock
Website	www.hardenprimaryacademy.co.uk
Dates of previous inspection	18 and 19 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Exceed Academies Trust.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation of the quality of a school's education provision.
- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher and other leaders, along with a range of staff. Meetings were held with governors and a representative of the trust.
- 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 visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The views of parents, staff and pupils were gathered through Ofsted Parent View, staff and pupil surveys and face-to-face discussions.
- The inspector considered a range of documents. These included safeguarding records, the school improvement plan and records for pupils with SEND.

Inspection team

Carl Sugden, lead inspector

Ofsted Inspector

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