# Inspection of a school judged good for overall effectiveness before September 2024: Worth Valley Primary School

Bracken Bank Crescent, Keighley, West Yorkshire BD22 7AX

Inspection dates: 1 and 2 April 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 Worth Valley Primary School is Ceinwen Lodge. The school is part of Leading Learners Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by chief executive officer (CEO), Yvonne Brown, and overseen by a board of trustees, chaired by Samuel Quigley.

## What is it like to attend this school?

At Worth Valley Primary School, pupils flourish in an inclusive and caring environment. Their happiness and safety are the school's top priorities. The school sets ambitious goals for every child, and pupils rise to meet them. They achieve great academic and personal success, driven by a culture that helps them excel and reach their full potential.

Behaviour at the school is exemplary. Pupils treat each other with the utmost respect and show maturity beyond their years. A clear and consistent approach ensures any behaviour issues are handled promptly. Pupils know adults will listen to them and help them make better choices. This approach makes every pupil feel valued and safe. Parents and carers think highly of the school. They admire its relentless focus on their children's well-being and personal growth.

The school's values of 'One Team, Respect, Trust, High Expectations and Community' reflect its aim to build ambition, creativity, and self-belief. It blends academic excellence with creative opportunities. This helps pupils prepare for the future while exploring what they love. When pupils leave Worth Valley, they are confident, resilient, and ready for the road ahead. They are equipped to chase their dreams and tackle any challenges that they may face.

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

Pupils thrive in this school. The ambitious curriculum ensures all pupils, including those with special educational needs and disabilities (SEND), achieve well in reading, writing and mathematics. A strong focus on foundational literacy and numeracy allows pupils to access a broad curriculum that fosters deep thinking and meaningful learning.

Teachers have a secure subject knowledge. They deliver engaging lessons, explain concepts clearly, and address misconceptions effectively. Lessons revisit prior learning to strengthen pupils' understanding of key ideas. Support for pupils with SEND is exceptional. Early identification of needs enables well-considered, tailored interventions and classroom adaptations to be put in place to ensure that pupils with SEND learn successfully alongside their peers.

Children in early years enjoy an excellent start. A stimulating curriculum fosters independence and creativity. Warm relationships between staff and children create a safe, enriching environment where play-based learning opportunities build confidence and resilience. Children are very well prepared for the demands of Year 1 and beyond.

The school is determined that all pupils will learn to read. Any pupil at the early stages of learning to read, as well as those who may be at risk of falling behind, are swiftly identified and supported to gain the skills they need to become confident, fluent readers. Pupils love story time and exploring the rich range of texts on offer to them across school. This supports them to develop a love of reading.

The development of communication and language in nursery and pre-school is strong. Staff have created a language-rich environment, immersing children in conversation, storytelling and singing. Structured activities and skilled interactions build children's vocabulary and encourage children to talk confidently.

The school prioritises attendance and engagement, cultivating a culture that values education. Leaders work closely with families to overcome barriers, ensuring pupils attend regularly and remain enthusiastic about learning.

The school emphasises key values such as respect and trust. Known as 'The Worth Valley Way,' this approach fosters kindness, responsibility, and excellent attitudes toward learning. Pupils take pride in their achievements and demonstrate the utmost respect for others.

A comprehensive personal development programme supports pupils' physical, mental, and social growth. They learn about diversity, respect and healthy relationships while gaining leadership opportunities through initiatives like the School Council and Eco Council. Pupils are taught how to be safe online and in the wider community. They know to achieve good physical and mental health. Enrichment activities, including museum visits, music lessons and debates, broaden their horizons and raise aspirations.

Staff thrive in a supportive environment. They benefit from a manageable workload and a high-quality professional development offer that enhances teaching expertise and collaboration. Leaders prioritise staff well-being, ensuring that staff feel valued and supported.

Leaders have a clear and ambitious vision for the future development of the school. They continually evaluate and refine practices to ensure the highest standards are maintained. Leaders inspire staff and pupils through their positivity, fostering collaboration and driving improvement. Professional development enhances teaching expertise, enabling staff to deliver high-quality education. Staff are proud to work at this school.

The Trust and Local Governing Body play a pivotal role in driving school improvement through robust support and challenge. Strong partnerships with families and the community foster trust and maintain open communication. Parents greatly appreciate the school's dedication to their children's care and education.

## 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 October 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

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| **Unique reference number** | 143510 |
| **Local authority** | Bradford |
| **Inspection number** | 10346639 |
| **Type of school** | Primary |
| **School category** | Academy sponsor-led |
| **Age range of pupils** | 2 to 11 |
| **Gender of pupils** | Mixed |
| **Number of pupils on the school roll** | 240 |
| **Appropriate authority** | Board of trustees |
| **Chair of trust** | Samuel Quigley |
| **CEO of the trust** | Yvonne Brown |
| **Headteacher** | Ceinwen Lodge |
| **Website** | www.worthvalleyprimary.co.uk |
| **Dates of previous inspection** | 15 and 16 October 2019, under section 5 of the Education Act 2005 |

## Information about this school

- The school is part of Leading Learners Multi-Academy Trust.
- The school has provision for two-year-olds.
- The school has a SEND resourced provision for eight pupils on site. It caters for pupils with autism.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first inspection the school received 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 met with the headteacher, other senior leaders, school staff, the chairs of the local governing body and board of trustees and the CEO.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 considered the responses to the online survey, Ofsted Parent View, including the free-text comments.
- The inspector considered the responses to Ofsted's online surveys for staff and pupils and spoke to some staff about their workload and well-being.

## Inspection team

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| Tracy Duffy, lead inspector | His Majesty's Inspector |

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