

Northfield Road Primary School

Northfield Road, Netherton, Dudley, DY2 9ER

Inspection dates 30–31 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There has been a sustained rise in standards because of the improvement in the quality of teaching, some of which is outstanding. Teachers are planning interesting lessons that successfully build on what pupils have learned before.
- Pupils' progress has increased over the last three years. A large majority of pupils are making good progress, and in reading and writing a number of pupils are making even better progress.
- Teachers value the efforts pupils make. This raises their confidence and self-esteem and develops good attitudes to learning.
- Pupils who find learning difficult are supported well in class and achieve as well as other pupils.
- The rich, well-planned curriculum interests pupils and provides them with many opportunities to write at length. It is also raising pupils' spiritual, moral, social and cultural awareness.
- The leadership of the headteacher and deputy head teacher is very effective. Their high expectations for the school have been taken on by other leaders who are bringing about improvement since the previous inspection.
- Governors are well informed and ask senior leaders searching questions to check how well the school is doing and hold leaders accountable for further improvement.
- Good use is being made of the pupil premium to improve the quality of teaching and the achievement of pupils.

It is not yet an outstanding school because

- More-able pupils are sometimes given work that is too easy and do not make the progress they could in Key Stage 2.
- A number of pupils are not attending school as regularly as they should.

Information about this inspection

- The inspectors observed 26 lessons, of which eleven were jointly observed with the headteacher or deputy headteacher.
- In addition they made a number of short visits to lessons and observed two school assemblies. Meetings were held with pupils, the Chair of the Governing Body and two other governors, the School Attendance Officer and Link Worker, a representative of the local authority, the headteacher and other school leaders.
- There was only one response to the online questionnaire Parent View by the end of the inspection. The inspectors also sought the views of parents and carers on arrival at school.
- The inspectors looked at pupils' work, in books and on display, and information about their past and current progress. They heard a number of pupils read.
- The inspectors looked at a number of school documents, such as those relating to school self-evaluation and improvement, attendance, safeguarding, behaviour and bullying.

Inspection team

Andrew Bailey, Lead inspector

Additional Inspector

Jennifer Taylor

Additional Inspector

Linda Bartlett

Additional Inspector

Michael Onyon

Additional Inspector

Full report

Information about this school

- Northfield Road Primary School is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (This is additional funding for pupils known to be eligible for free school meals, looked after children or children of service families.)
- Most pupils are from White British backgrounds, but there is an above average proportion of pupils from other backgrounds, of which the largest group is Pakistani.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, while the proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Almost every pupil is educated on the school site. There is off-site alternative provision for individual pupils, all week at a separate unit and at a unit based at another local school for two days per week.
- The headteacher is used by the local authority to support other local schools.

What does the school need to do to improve further?

- Make sure that all parents and carers know their responsibilities for making sure that their children attend school regularly and support them in achieving this.
- Improve the quality of teaching to outstanding by:
 - giving more-able pupils work that is hard enough in Key Stage 2 so that they go on to reach the higher levels of attainment, especially in mathematics
 - talking to pupils about their work and, when they show that they understand, giving them more demanding tasks to complete.

Inspection judgements

The achievement of pupils is good

- When they join school children's skills are well below the levels expected for this age. A warm welcome and consistently good teaching help children to settle and make good progress in all areas of learning.
- Children in their first year and beyond are able to read unfamiliar words by sounding out letters or breaking a word up into readable parts, because they are now benefiting from daily phonics sessions to learn letters and their sounds and learn to read successfully.
- By the end of Year 2 pupils have made good progress to reach average standards in reading, writing and mathematics.
- By the end of Year 6 pupils' standards are well above average in reading and above average in writing because of good teaching and the variety of opportunities that the curriculum provides for them to read and write.
- The pupil premium is well used to provide very effective support for eligible pupils. As a result, they make as much progress as other pupils and are working at the same level as other groups of pupils by the time they leave school. This means that there are no gaps in their attainment.
- The specialist skills of staff working with disabled pupils and those who have special educational needs are equipping individual pupils to work alongside other pupils. Staff successfully build pupils' self-esteem, enabling them to make rapid progress.
- Pupils who speak English as an additional language receive good support so that they achieve as well as other pupils.
- The specialist skills of staff in the off-site support units are giving individual pupils necessary skills to work alongside other pupils. When pupils return to Northfield Road, staff build up pupils' confidence so that they make good progress.
- More-able pupils are not making as much progress in Key Stage 2 as other pupils. This is because there are times when they could be given harder work to do, especially in mathematics, so that more of them reach the higher levels of attainment.

The quality of teaching is good

- Teaching and learning are good and sometimes outstanding. Teachers are enthusiastic and make learning fun. For example, a class containing Year 2 and Year 3 pupils thoroughly enjoyed a game where they had to take turns picking a card from a 'treasure chest' and whispering the word to the person next to them. The word then had to be passed from ear to ear around the group. This helped them to learn using sounds that they had been taught in a previous lesson.
- Pupils' learning is carefully checked by teachers and other adults with whom they work so that mistakes are identified and corrected quickly.
- Pupils' work is marked purposefully to find out what pupils are unsure about and to give clear advice about what they can do to improve.

- Teaching assistants are well-trained and make a strong contribution to learning by effectively supporting teachers. They are particularly good at making sure that less-able pupils understand what is expected of them and support them by prompting and questioning.
- The care and concern that teachers have for pupils are very evident throughout the school. This is appreciated by pupils and builds trusting relationships, fostering self-esteem and confidence so that they want to listen, learn, cooperate and succeed.
- Pupils are given opportunities to work with and learn from each other. For example, pupils in a Year 5 class had to compose a presentation to try to sell the attractions of an imaginary planet to would-be space tourists. They cooperated well and used good dramatic effects to enhance their presentations.
- Teaching in Reception is good because teachers have a clear idea of what to expect of children and use this knowledge to plan tasks that make them work hard and enthuse them. This includes providing children with good opportunities to write and to make use of what they have learned about the sounds made by letters.
- Teachers want the best for pupils and usually set work at the right level of difficulty for them. However, sometimes the work is too easy and this slows their progress, especially more-able pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Though rare, pupils say that the school deals well with unacceptable behaviour, including bullying or discriminatory language. Behaviour is well managed. The school has a clear procedure and range of sanctions, understood by pupils. The school is justly proud of achieving the 'Diana Award' for anti-bullying.
- Pupils know what is expected of them in lessons and want to do well. They start work promptly and work hard. They are equally productive when working with others or on their own.
- There is a harmonious atmosphere in school, built on the mutual respect between pupils and staff. Pupils take pride in their school.
- Most parents are content that their children are safe in school and that behaviour is good. They praise the way in which new pupils are welcomed and helped to settle in.
- Pupils show consideration for others by the calm way they move around the school. They are courteous and polite, for example, when they hold doors open for others. Playtime behaviour is usually good, though there are a few occasions at lunchtime when high standards slip, both in the playground and the dining hall.
- The school's work to keep pupils safe and secure is good. Pupils have benefited from teaching they have received on keeping themselves safe, such as when they designed anti-bullying mouse mats. They are also taught how to assess risk to themselves and others from an early age as shown by children in Reception, when making sure that a gate was closed.
- Attendance has been low in the past, but there have been recent improvements in response to the school's efforts to engage with families and make them aware of their responsibilities for

making sure their children attend school regularly. More remains to be done.

The leadership and management are good

- The ambition and vision of the headteacher and deputy headteacher are reflected in the high expectations of all leaders in bringing about improvements.
- There are clear, effective and well-judged procedures for finding out what the school is doing well and for identifying things it could do better. As a result, phonics teaching was improved.
- The promotion and pay of staff are closely linked to their performance in teaching pupils well and bringing about successful learning. Staff improve their skills by learning from examples of good teaching both inside and outside school. This has led to a very large majority of teaching being good with an increasing proportion that is outstanding.
- The curriculum is well planned and imaginative and engages learners. Pupils achieve as writers because they are given opportunities to write at length on a number of interesting topics. The curriculum promotes the spiritual, moral, social and cultural development of pupils through a range of opportunities, such as the school's exciting involvement with a school and training college in The Gambia and links with the local church.
- The school is using the primary school sport funding to develop the expertise of school staff to teach physical education to a high standard, both in school time and after school. In addition it is employing sports coaches to increase the number of activities that it can offer to pupils. Pupils' involvement is monitored to gauge the success of what is being done.
- The local authority has identified that this is a good school and therefore provides limited but proportionate support. However, it is drawing upon the expertise of the headteacher to support other schools.
- Parents and carers are encouraged to become partners in the education of their children through a range of initiatives. Most are happy with the work of the school.
- **The governance of the school:**
 - Governors are ambitious for the school and use the good quality information that they receive to evaluate its performance in relation to other schools nationally, including similar schools. They challenge leaders and staff to do better. They are aware of key issues and monitor progress towards the achievement of improvement targets. They show their commitment to the school by putting by one day each year when they meet to evaluate the work of the school and plan for improvement. Governors make sure that resources, including the pupil premium, are used effectively to improve the quality of teaching and pupil achievement. They make sure that the pay of the headteacher and staff is closely linked to performance. The governing body makes sure that statutory requirements are in place and that it meets its other statutory requirements, including those for safeguarding pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103775
Local authority	Dudley
Inspection number	440502

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Tracey Pearce
Headteacher	Sue Drew
Date of previous school inspection	23–24 November 2010
Telephone number	01384 818 710
Fax number	01384 818 711
Email address	info@northfield.dudley.sch.uk

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