

# Nessfield Primary School

Nessfield Drive, Keighley, West Yorkshire, BD22 6NP

**Inspection dates** 20–21 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- The progress that children and pupils make across the school is not rapid enough and standards remain broadly average overall.
- Leaders' efforts to maintain consistently good teaching since the previous inspection have been hampered by changes in teaching staff. However, leaders' actions have not been strong enough in securing the necessary improvements over time.
- Senior and middle leaders have not checked with sufficient rigour that actions taken to accelerate pupil progress have led to improvements in achievement.
- Additional government funding is not used effectively enough to improve the skills of disadvantaged pupils.
- Taking into account their starting points, over time, not enough children in the early years have made sufficient progress to achieve a good level of development, particularly the most able.
- Teaching is not consistently good. Expectations of what pupils can achieve, and the level of challenge, are not high enough.
- The quality of marking is variable. Not all pupils know what they need to do to improve their work and the presentation of work is erratic.
- Teaching assistants do not always make good use of questioning to assess pupils' learning, or intervene when pupils are not focusing on their work.
- Pupils' behaviour for learning is not always good.

### The school has the following strengths

- The headteacher and deputy headteacher know the school and have assessed accurately its strengths and areas for development.
- Governors have supported the headteacher in dealing with changes in staff. They know the school well and are very keen to develop their skills further in order to play an even bigger part in bringing about improvement.
- The school is well supported by the local authority.
- The wide range of subjects taught through topics capture pupils' imaginations and provide them with stimulating learning experiences.
- Pupils enjoy school, feel safe and are well looked after. Staff promote trusting relationships with pupils.
- The very large majority of parents are supportive of the school.

## Information about this inspection

- Inspectors visited several lessons or parts of lessons, two of which were observed jointly with the headteacher or deputy headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair, vice-chair and other members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed movement around the school, at playtime and lunch breaks. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account 54 responses to the online questionnaire (Parent View), as well as the results of a recent parent questionnaire carried out by the school.
- The 16 responses to the staff questionnaire were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Robert Pye

Additional Inspector

## Full report

### Information about this school

- Nessfield is larger than the average-sized primary school.
- The school's part-time Nursery operates in the mornings and afternoons for two separate classes. Reception children attend on a full-time basis.
- The majority of pupils are from White British backgrounds. The proportion that speaks English as an additional language is well below average.
- The proportion of disadvantaged pupils supported through the pupil premium funding, at 24%, is similar to that found nationally. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Disabled pupils and those who have special educational needs make up 14% of the school population. This is a little below the national average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected in 2010, there have been significant changes in staffing, including the appointment of a deputy headteacher in September 2013. An external review of the governing body has taken place.
- The school holds a daily breakfast club for its pupils.
- The school is part of the Worth Valley Learning Partnership.

### What does the school need to do to improve further?

- Improve the quality of teaching in order to accelerate pupils' achievement by:
  - setting consistently high expectations for all pupils, including children in the early years, and providing them with learning activities that offer sufficient challenge and meet the needs of all
  - making sure that the school's marking policy is being followed consistently by all staff in all subjects so that pupils are always clear about what they need to do to improve
  - drawing pupils' attention to the importance of careful presentation
  - providing, as appropriate, additional training and guidance for teaching assistants to enable them to contribute more fully in lessons.
- Improve the effectiveness of leadership and management by ensuring that:
  - senior and middle leaders make more effective use of additional government funding to develop the skills of disadvantaged pupils
  - checks on the school's performance involve middle leaders in bringing about planned improvements in teaching, learning and achievement, as a matter of urgency.
- Improve pupils' behaviour for learning so that it is at least good by ensuring that all staff are vigilant in eradicating low-level disruption in lessons.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because leaders have not always carried out rigorous checks to ensure that teaching has been good enough to secure rapid and sustained improvement in pupils' achievement. To some extent, changes in staffing, particularly the role of middle leaders, have restricted the checking of the quality of teaching and information on pupils' progress. However, weaknesses in teaching and declining standards have not been picked up on speedily enough in the past.
- The school's view of how well it is doing is now more accurate because the headteacher and senior leaders now carry out more rigorous checks of pupils' work and progress as well as teaching. The headteacher links these to staff performance and pay progression. Senior leaders withhold pay awards when high standards are not met. They ensure that staff have every opportunity to develop and improve their skills.
- Senior and middle leaders have not always ensured that that pupil premium funding is used sufficiently well to enable disadvantaged pupils to reach the levels of which they are capable. Leaders are now beginning to take steps to remedy this so that any pupils that have fallen behind start to catch up. Even so, the gaps that exist in the attainment of disadvantaged pupils compared to pupils nationally are still wide and not closing quickly enough, particularly at the end of Year 6.
- The school is committed to equality of opportunity for all pupils. Pupils from all backgrounds and of all abilities are welcomed into school. Pupils receive additional help and support as appropriate to their needs and have access to the extra activities and visits that take place. However, pupils do not yet achieve equally well across the key stages.
- Pupils' learning experiences across a range of subjects are as varied as they are memorable. Subjects are linked together through topics which all start with a memorable experience such as visits from artists, unusual creatures or a visit to places of interest such as Headingley cricket ground. Alongside these, the school provides a wide range of additional clubs and activities, such as football, netball, guitar or ballroom dancing.
- In lessons pupils learn about other faiths, customs and celebrations which also contribute to pupils' spiritual, moral, social and cultural development. Such lessons promote tolerance and respect and help prepare pupils for life in modern Britain.
- Extra funding to develop sports and physical education is used effectively. The employment of specialist teachers is increasing pupils' access to physical education and providing additional training for teachers.
- The school and governors have a good relationship with the local authority and have welcomed the good opportunities for training and support that it has provided.
- **The governance of the school:**
  - Members of the governing body understand the need to be more effective and have recently undergone a review of their own organisation which has resulted in a number of changes. The guidance and training they have received have helped them to ask more challenging questions about pupils' progress and the quality of teaching. Some governors visit the school regularly. They use this time to help in classrooms, getting to know both staff and pupils, as well as checking on priorities for improvement. They know about the process for setting targets for teachers and the link between teachers' performance and salary increases. Governors understand how additional government funding is being spent and ask pertinent questions about the impact on pupils' achievement. Governors are working closely with the headteacher and the local authority to ensure that the school has capacity to improve. Governors ensure that requirements for safeguarding are met and that safeguarding arrangements are effective.

### The behaviour and safety of pupils requires improvement

#### Behaviour

- The behaviour of pupils requires improvement. A small number of pupils do not exhibit good behaviour for learning. They are not always positive about learning in class and there are occasions when low-level disruption interferes with the learning of others. Teachers and teaching assistants are not always quick enough to respond when there is too much irrelevant chatter.
- A small number of pupils told inspectors that they are concerned about the behaviour and attitudes of a small number of pupils and that bullying does sometimes happen. However, they know who will help them if they are worried and are confident that the help will be effective.

- Pupils do, however, behave well around the school. Out of lessons, in lunch breaks or playtimes, for example, pupils mix happily together and make good use of the facilities. After a fall of snow, pupils thoroughly enjoyed being out on the field, working together to make the biggest snowmen they could.
- Pupils say that they enjoy coming to school and are very clear about the subjects that they like. Attendance is in line with the national average.
- All pupils have the opportunity to contribute to the life of the school through classroom jobs or the more demanding roles of being a school councillor, librarian or digital leader (who help with computing around the school).

### Safety

- The school's work to keep pupils safe and secure is good.
- Although some pupils express concerns about behaviour they say that they feel safe at school. They know about the different types of bullying and how to keep themselves safe when using the internet. Visitors to school, for example ChildLine or the Bradford road safety team, teach pupils about how to stay safe in everyday situations as is appropriate to their age.
- School leaders follow up rigorously when pupils do not attend school and do not hesitate to involve external agencies if required.
- The vast majority of parents and staff also agreed that pupils were safe at school.

### The quality of teaching

### requires improvement

- Teaching has not been good enough over time to ensure that all pupils make consistently good progress and attain well in all classes and in all subjects. This is because the monitoring of teaching has not been sufficiently rigorous.
- Teachers do not always have high enough expectations of what pupils can achieve; both in terms of the rate at which pupils work and the degree of difficulty of the work that pupils are given. Pupils are not always moved on quickly enough when they have shown they have understood what they are doing. Consequently, the levels of challenge presented to pupils in some classes have varied and this has prevented pupils from progressing at a consistently good rate in reading, writing and mathematics, as they move through school.
- Teaching assistants, overall, are used effectively to support pupils and enable them to join in lessons. However, there are occasions when the support that pupils receive is not as helpful. For example, the style of questioning used does not always encourage pupils to think for themselves so they become too reliant upon the support. Teaching assistants sometimes become too entrenched in the work with their group so that they do not always deal with inappropriate behaviour elsewhere in the classroom.
- The quality of the marking of pupils' work is variable. Pupils' work is regularly and accurately marked and often teachers provide written comments to help pupils improve. However, the approach to marking is not consistent across the school or across subjects. Consequently, pupils do not always know what they must do in order to improve their work. For example, the marking of English tends to be more informative than in mathematics.
- The presentation of pupils' work is not consistent. There is no preferred style of handwriting or clear policy on what is to be expected with regard to presentation. Staff do not always model a legible style of handwriting themselves or correct letter or number reversals. The presentation of work is rarely referred to in marking.
- Pupils say that they enjoy the new range of topics introduced recently and the homework projects that they have been doing. When their work captures their interest, pupils remain engaged. They say that adults will always help them if they get stuck.
- Where learning is most effective, staff use strong subject knowledge to give clear explanations and introduce new learning, or change the direction of the lesson, if they realise some pupils are having difficulty understanding.
- Staff are beginning to benefit from the sharing of best practice within the school and in the local learning partnership.
- Reading is promoted well across the school. Pupils like reading and are given opportunities to read in class as well as to make use of the library. In order to encourage pupils to develop a love for reading the library has been relocated into a larger, more central area. Pupils have access to the library at lunchtime or breaks as well as during lesson time. When reading, pupils are able to describe how they would work out unfamiliar words using their knowledge of phonics (letters and sounds). They speak with confidence about

their favourite authors.

### The achievement of pupils

### requires improvement

- Despite most children starting in the Nursery class with skills that are similar to those typical for their age, children in the early years and pupils between Year 1 and Year 6 do not make consistently good progress in reading, writing and mathematics and, as a result, achievement requires improvement.
- Standards by the end of Year 2 in writing and mathematics are similar to those found nationally and those in reading are slightly higher than the national average. For some pupils, progress in Key Stage 1 is good and so achievement is improving. The proportion of Year 1 pupils reaching the required standard in the 2014 national screening check on phonics (letters and the sounds they make), for example, was above average, having risen from below average in 2013. However, more pupils reach the higher levels of attainment by the end of Year 2 in reading than do so in writing and mathematics.
- Progress throughout Key Stage 2 is inconsistent. The school has not yet been able to accelerate progress and build upon pupils' achievements lower down the school. Over time, standards at the end of Year 6 have been variable. In 2013, they were below average in reading, well above average in writing, but nearer to national averages in mathematics and spelling, punctuation and grammar. In 2014, reading, mathematics and spelling, punctuation and grammar standards were broadly average but in writing they had fallen considerably to well below that found nationally.
- The most recent test results show that, from their starting points, by the end of Year 6, the proportions of pupils making expected progress in mathematics and reading are similar to those found nationally but the proportion is well below average in writing. The proportions of pupils making better than expected progress are well below the national average in reading and writing but above average in mathematics. The most recent work seen in pupils' books and data from autumn term assessments suggest that improvements in progress in Key Stage 2 are not yet starting to come through strongly. However, it is too soon to be able to assess the overall impact of measures being taken by the school.
- The most able pupils are not yet reaching the standards of which they are capable at the end of Reception, Year 2 and 6. By the end of Year 6, the proportion of pupils reaching the higher levels of attainment is below average in reading and writing and broadly average in mathematics. Work for these pupils, as for others throughout the school, sometimes lacks the necessary challenge to enable them to reach their full potential.
- The proportion of disabled pupils and those who have special educational needs varies from year to year, as does the complexity of their needs. Their progress is tracked to ensure that they make at least similar levels of progress to their classmates, and support is put in place as and when appropriate.
- In 2013, the use of pupil premium funding enabled disadvantaged pupils to make levels of progress similar to other pupils in the school. However, results in national tests in 2014 show there is a gap in attainment in reading, writing and mathematics between disadvantaged pupils and other pupils both in school and nationally. Compared to other pupils in the school, their attainment was about two terms behind in reading and mathematics, and about one term behind in writing. Compared to other pupils nationally, the gaps were much wider, being around three terms behind other pupils nationally in reading, writing and mathematics. School data and inspection evidence show that disadvantaged pupils do not make consistently good progress and gaps in their attainment compared to others nationally and in school are yet to be closed.

### The early years provision

### requires improvement

- Leadership of the early years requires improvement. Leaders have gone some way towards addressing the issues raised at the time of the previous inspection. For example, improvements to the outdoor provision for children mean that the areas are accessible in all weathers. The checking and recording of children's progress has also been improved. However, the issue of the lack of challenge for children still remains. A large proportion of staff in early years, including the early years leader, are relatively new to the school. The leader has recognised where improvements can be made and all staff are working together to continue to improve the quality of provision and outcomes for children.
- Most children join the Nursery and Reception classes with skills, knowledge and understanding that are broadly typical for their age. Over time, children have not made consistently good progress in all areas of learning. However, the early years leader and staff are committed to boosting levels of achievement and in 2014 the proportion of children reaching a good level of development by the end of the Reception class

was just above the national average. The large majority of children were well prepared for Year 1.

- The quality of teaching is variable. Staff do not always ensure that there are opportunities for children to be challenged throughout each activity. A small number of children do not receive enough support in developing good levels of concentration and settling into class routines. However, the learning environments inside and out are attractive and well organised.
- Staff plan together to provide interesting and varied activities for the children, making use of every available space. Even on the coldest of days children had the opportunity to learn outdoors. As a follow up to a visit from an ice sculptor, children were outside with hammers, chisels and blocks of ice creating their own sculptures.
- Indoors, a group of nursery children were making gingerbread men. They eagerly talked about the size and shapes they were making. They were fully engaged and chatted away confidently with adults.
- Adults develop good relationships with children. Children share resources well, take turns in group activities and show consideration towards each other. Children learn in a safe environment and parents believe their children are safe and secure.
- Children's learning is recorded regularly in their learning journals. These act as a continuous record of what children have achieved and what their next steps are. Parents also contribute to these. This goes a long way towards strengthening home–school links.

## 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

<b>Unique reference number</b>	107285
<b>Local authority</b>	Bradford
<b>Inspection number</b>	449731

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	476
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Battarbee
<b>Headteacher</b>	Sean Smith
<b>Date of previous school inspection</b>	27 January 2010
<b>Telephone number</b>	01535 665628
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