

# Nessfield Primary School

Nessfield Drive, Keighley, West Yorkshire BD22 6NP

## Inspection dates

23–24 May 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- The school's overall effectiveness has declined since the previous inspection. There is a lack of direction, and leadership and governance show little capacity to secure improvement.
- The high number of staffing changes has had a detrimental effect on the continuity of teaching and pupils' progress.
- Arrangements for pupils' safety and well-being lack rigour and are ineffective.
- Leaders and governors have not made effective use of support, training or performance management to improve the quality of teaching and assessment. Outcomes remain low.
- Staff do not feel well supported by leaders in addressing behaviour issues. Pupils, parents and staff have concerns over bullying and harassment.
- Expectations of pupils are not high enough. Teaching does not provide the right level of challenge or guidance to help pupils make good progress.
- The teaching of skills in reading, writing and mathematics is very inconsistent and pupils do not apply their skills in depth across a wide range of subjects.
- Disadvantaged pupils and those who have special educational needs and/or disabilities do not receive effective support so are well adrift of other pupils in their learning.
- Provision in the early years does not sufficiently engage children or develop their thirst for learning.
- The majority of parents do not have confidence in the school and feel communication from leaders and governors is poor.

### The school has the following strengths

- The work of the family liaison officer is effective and appreciated by parents.
- Some pockets of effective teaching are helping pupils to develop effective work habits.
- Relationships between adults and pupils are positive.
- Movement around the school and in the dining hall is orderly.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Ensure that all safeguarding requirements are fully met by:
  - implementing safe recruitment procedures that reflect good practice
  - acting swiftly and robustly to address incidents of bullying and harassment involving pupils
  - making frequent and rigorous checks on attendance, to ensure the safety and well-being of pupils both on- and off-site
  - taking immediate action to identify and rectify hazards around the school site
  - improving the early years outdoor environment to ensure safe routes and boundaries.
- Rapidly improve the capacity and impact of leadership and governance at every level by:
  - immediately securing the services of senior leaders pending permanent appointments
  - exploring all possible avenues as quickly as possible, to establish a stable staffing situation
  - urgently setting out a clear and time-bound programme of improvement, detailing how the success of key actions will be measured and reported
  - establishing an effective governance structure that holds leaders to account for their actions in improving all aspects of provision
  - communicating high expectations of all those employed at the school, whether on an established or temporary basis
  - ensuring that communication within school and to parents is open, transparent and timely.
- Improve the quality of teaching so that standards rise quickly in reading, writing and mathematics across the school by:
  - improving teachers' subject knowledge so that teachers pitch activities at the right level for all groups of pupils, adjusting the level of challenge where pupils do not make good progress
  - providing challenging tasks that build on prior learning and deepen understanding
  - checking, through skilful questioning and careful assessment of written work, to identify and address pupils' misconceptions

- increasing the opportunities for pupils to work independently and apply key language and mathematical skills across a range of subjects.
- Improve provision in the early years by:
  - providing purposeful learning activities that engage children so that their progress in reading, writing and mathematics improves at a faster rate
  - having consistently high expectations of children’s behaviour and learning attitudes
  - developing work outdoors so that it stimulates more effective learning in language and number work.
- Increase the progress and raise the attainment of pupils who are disadvantaged or who have special educational needs and/or disabilities by:
  - identifying individual barriers to learning more thoroughly so that provision is targeted effectively, both in lessons and through additional academic support
  - ensuring that all staff are fully aware about the needs of these pupils and held accountable for their achievement
  - assessing individual learning needs at an earlier stage in order to provide more cohesive support within school and from external agencies
  - evaluating and improving the quality of support offered to pupils through additional adults, both in lessons and in small-group intervention work
  - improving the attendance of these pupils so that they experience better learning continuity.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and governors have failed to address the issues raised both at the previous inspection and in the follow-up monitoring letter from Her Majesty's Inspector. As a result, the overall effectiveness of the school has declined.
- Leaders and governors have not made effective use of additional funding for those pupils who are disadvantaged or who have special educational needs and/or disabilities. Their outcomes remain low.
- The high number of staffing changes has had a significantly negative effect on the continuity of teaching. Responses from the staff survey indicate high levels of dissatisfaction about the lack of training, guidance and support they receive from leaders.
- Insufficient checks have been made to ensure quality and consistency across classes and subjects. There is a lack of direction about minimum expectations for assessing pupils' written work and presentation.
- Performance management arrangements, while in place, do not challenge staff sufficiently and lack clear measurable outcomes. Some targets do not fit in well with individual teacher roles.
- The impact of subject leaders is not evident. This stems from a lack of structure and good-quality training to prepare them for these responsibilities. Assessment information is not used well and leaders are unable to produce a clear overview of attainment and progress across the school.
- There has been support for writing provided by a consultant who has worked with a minority of teachers, but this work has had limited impact on standards. Some development in providing more challenging work in mathematics has also taken place, but the impact of this work is not wholly evident.
- The provision of support for pupils who have special educational needs and/or disabilities has shown improvement since September 2016, but insecure staffing has meant that it has been difficult to implement strategies fully. There has been a recent emphasis on securing assessments for pupils towards education, health and care plans but this work was overdue.
- Teachers provide work across a range of subjects but opportunities to develop language and especially mathematical skills are limited. Inspectors found very little evidence of work in science. The quality of tasks and challenge for pupils in history and religious education was very variable.
- The promotion of pupils' spiritual, moral, social and cultural development through the curriculum is variable. Questioning in lessons is not consistently searching or thought-provoking and opportunities for spiritual reflection lack depth. The quality of singing and art is underdeveloped.
- Pupils know the school's SCIPI values (safety, courtesy, integrity, performance, individuality), but these do not obviously filter into their behaviour and learning attitudes. Older pupils were able to recall information about other faiths and famous

cultural figures, such as Rosa Parks or Nelson Mandela, but were less clear in their understanding of British values.

- Parents expressed anger and disappointment in the quality of leadership and provision at the school. They are acutely aware of the school's successful past and several parents commented positively about the efforts of staff in trying to cope with recent turbulence. However, many are frustrated by poor communication, lack of leaders' engagement and the growing issues around behaviour and bullying.
- Staff share this frustration and express a willingness to embrace change but need support to drive better teamwork. One commented, 'I am convinced we can become the good school that we once were.'
- The physical education (PE) and sport premium funding is used to provide additional specialist coaching and extra-curricular opportunities that are popular with pupils. However, leaders have not provided clear evidence about the effectiveness of the impact of funding for the most recent year.
- Over the past two years, the local authority has provided guidance to leaders and governors, but this has not always been followed effectively. The local authority has brokered a number of support mechanisms for leaders and governors over the past two years. However, the use of these was not maximised and so there has been little impact. As a result of poor monitoring and a lack of challenge to leadership, standards have rapidly declined, particularly over the past three months. School improvement officers acknowledge the decline and inherent weaknesses in the school and intend to put them right. However, plans, including brokered support from the Beckfoot Teaching School Alliance, are at an early stage.
- Newly qualified teachers should not be appointed.

### **Governance of the school**

- Governance is ineffective because governors have not held leaders to account for the decline in teaching standards, turbulent staffing and plummeting standards. Records of the work of the governing body over the last year are incomplete and do not indicate that governors have been fulfilling their responsibilities effectively.
- The governing body has not been fully representative of all stakeholders. Information about governors on the school website is minimal and non-compliant in meeting requirements of the information that should be published.
- The local authority reported that advice and support offered to the governing body around recruitment and school improvement have not been fully followed. The local authority issued a warning notice to the governing body in April 2017 to register its concern over the quality of governance and has subsequently arranged for an interim executive board to take over governance of the school. This had not been formally completed at the time of inspection.
- The chair of the governing body received no response from other governors following an invitation to meet inspectors.

## Safeguarding

- The arrangements for safeguarding are not effective. Leaders have not consistently followed good practice in recruitment processes and appointments have been made with little consultation with governors or the local authority.
- Leaders and governors have not carried out risk assessments with sufficient care or frequency to ensure that the school environment or specific activities, such as school visits, are managed safely. During the inspection, inspectors raised concerns about a number of areas of the school where risks were not being managed effectively. A planned residential visit to Snowdonia had to be switched to a local venue at a very late stage because leaders had not thought through plans diligently.
- Pupils and parents report that bullying occurs frequently and leaders' recorded actions to address incidents lack rigour. Some younger pupils are frightened of older pupils and inspectors noted a high level of rough and reckless play at lunchtime.
- Records show incidents of serious racist abuse, sometimes repeated by the same pupils, but these do not appear to have been addressed strongly. Pupils also reported use of homophobic language.
- There is an embedded system in place for staff to alert leaders if they have concerns about any risk of harm to pupils. This is well understood but designated staff for safeguarding do not have enough time to review cases because staffing cover is so stretched. Although efforts are made to inform new staff about safeguarding expectations, the frequent changes of staff make this difficult and induction arrangements are not formalised through a written policy.
- Attendance is not monitored closely, either for pupils in school or the minority of pupils accessing off-site provision. Systems for producing attendance records to provide an overview are not well understood and checks on pupils with poor attendance are too infrequent.
- The single central record of adults working at the school was identified by the local authority recently as incomplete but now meets requirements after considerable revision by the school business manager and chair of the governing body.
- The family liaison worker works positively with parents. She provides good support for families in challenging circumstances by securing additional support from a variety of external agencies.

### Quality of teaching, learning and assessment

### Inadequate

- Changes in staffing since the previous inspection have impeded efforts to improve teaching. Inconsistent teaching has resulted in pupils making slow and uneven progress. Outcomes declined sharply in 2016 and the current picture indicates underachievement for the majority of pupils. Therefore, teaching is inadequate over time.
- Teachers' expectations of what pupils are capable of achieving are too low for the most able pupils and too high for least able pupils. This is because the level of challenge is inconsistent or because teachers plan activities that require pupils to employ skills they have not mastered.

- Questioning is not generally used well enough to check pupils' understanding or to deepen learning. Pupils like to respond in class but questions do not routinely promote deeper thinking or expand pupils' vocabulary.
- There is a lack of guidance and low expectations for pupils' written presentation. Some work, mainly by the most able pupils, is presented well, but the least able pupils, especially boys, struggle to form handwriting or set their work out neatly. Overall, pupils do not take enough pride in their work.
- Teachers' subject knowledge is not strong enough to enable them to provide clear explanations or to plan effective sequences of learning. Too often there is a lack of continuity in what is taught and pupils' skills do not build up securely. This is especially true for mathematics.
- The coverage of work in the wide range of subjects beyond reading, writing and mathematics is inconsistent or lacks depth. Some activities are undemanding or lack purpose so that pupils make too little progress, as their knowledge, skills and understanding are not developed well enough. Work in these other subjects is poorly organised.
- Writing opportunities lack variety and the use of poetry is limited. Spelling and grammar are often taught through exercises and limited use is made of other subjects for pupils to develop these skills. An exception to this is the work observed in Year 5 in history and religious education. Pupils produced well-crafted writing about mummification in Ancient Egypt and about the early life of Jesus, using detailed notes and growing grammatical confidence to present well-organised written reports.
- The teaching of mathematics is weak. Sometimes the most able pupils repeat work that they had previously mastered or complete unnecessary practice examples before moving on to more complex problems. Presentation is variable, particularly in work based on shape. Pupils rarely apply mathematical skills effectively in other subjects.
- The teaching of reading is lacklustre. Phonics work (letters and the sounds they represent) does not fully engage younger pupils and there are too few opportunities for pupils to develop their knowledge of unfamiliar vocabulary, practise reading new sounds or apply these through writing. Older pupils who struggle with reading said that they receive little additional support.
- Homework is provided but is not consistent across the school and there are few opportunities for pupils to follow their own independent research. Some older pupils talked about using a mathematical website but this was not offered to all pupils. Parents commented on the lack of homework in some classes.
- Despite the overall variable quality, there are pockets of teaching that are having a more positive impact on the progress of pupils and where some good-quality work is developing, mainly in writing. In some classes, teachers are trying to provide more reasoning activities in mathematics and involving pupils more in reviewing their work to improve their learning.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate. This is because leaders do not have fully effective systems in place to ensure that pupils are kept safe.
- Leaders have not carried out any analysis of playtime accidents to identify underlying patterns or causes with a view to taking action to reduce the frequency of these. Supervision on the playground and field areas is inconsistent in addressing rough play and an over-dominance of ball games.
- The additional needs of some pupils have not been met well enough over time and parents have found it difficult to obtain help. Work is now in hand to assess such needs, with a view to securing external guidance and support, but this work is long overdue.
- Most pupils enjoy their time in school. They say that they can make new friends and like the adults with whom they work. However, younger pupils say they feel uneasy round older pupils who play so roughly.
- Pupils told inspectors that they like lessons and enjoy learning but have found the many changes of teachers disconcerting. Younger pupils said that they 'don't like it when teachers go away'.
- Pupils do not take enough pride in their work and presentation is variable. This is because there is insufficient guidance provided regarding how to set work out and about handwriting.
- Although there are opportunities for pupils to learn about other faiths and cultures, this work is not represented strongly through displays around school or in pupils' work. Their understanding of British values is limited.
- Older pupils were not able to describe how they were able to play a key role in the life of the school. There appear to be few opportunities to take on responsibilities or jobs. The work of the school council is underdeveloped.
- Pupils are clear about how to keep themselves safe when using the internet and know to be careful about sharing personal details and passwords on the computer. They remember safety messages from assemblies and visitors such as the Fire Service or Police. An annual programme of safety education promotes a sense of risk awareness.
- Pupils know about the need for a healthy diet, dental hygiene and the importance of exercise. Older pupils advised against high sugar and fat intake because 'this can give you diabetes and heart problems'.
- The school provides a number of after-school clubs for pupils to develop their skills and interests. These are mainly for older pupils and include gymnastics, dance, rugby and karate.



## Behaviour

- The behaviour of pupils is inadequate. Attendance has declined to below the national average and the school systems to monitor the attendance of individual pupils or key groups are not effective. Disadvantaged pupils' attendance is well below average and clearly hinders their learning. The school has not checked closely on the attendance of the very few pupils attending a specialist off-site resource base.
- Records show that several incidents of a serious nature involving bullying, and racial and homophobic abuse have not been tackled with enough vigour. Parents are very negative about their children's care and safety in school. Younger pupils spoke frequently about bullying that made them unhappy, while older pupils said fights are not uncommon. Staff do not feel that leaders have supported them in dealing with difficult behaviour incidents.
- Pupils' attitudes to learning are not consistently positive. A minority of pupils do not focus well in class and display variable work habits. This is generally linked to teaching that is less engaging. This means pupils' progress slows down and sometimes the flow of teaching is disturbed.
- Both younger and older pupils talked about pupils who display anger issues, use swear words and are defiant to adults. Pupils showed tolerance of these behaviours, saying that they understood these pupils had specific problems. However, younger pupils also reported that one of their peers was frequently teased because of their differences.
- Pupils are aware of the rules and rewards in school but not all pupils respond to these quickly. The turnover of teachers presents a challenge in applying behaviour systems consistently and older pupils mentioned that occasionally pupils who behave poorly are sent out of the room. Pupils do not feel that behaviour is improving.
- During the two days of the inspection, in contrast to behaviour outside at playtimes, pupils' conduct when moving around the school was mostly orderly, with pupils being friendly, courteous and behaving well. Behaviour in the dining hall was also calm.
- A large number of pupils attend the breakfast club. These pupils were observed playing cooperatively with one another.

### Outcomes for pupils

### Inadequate

- Pupils have made too little progress from their starting points over time and have not reached the standards expected for their age. Weak teaching has led to poor achievement across a range of subjects, including reading, writing and mathematics. This means that pupils are ill prepared for the next stage in education.
- Standards had declined at the time of the previous inspection in 2015, but, in 2016, they were well below the national average at both key stages 1 and 2. Progress rates for all pupils in all subjects were slower than seen nationally and for disadvantaged pupils they were in the bottom 10% of all schools.
- The school's latest assessment information indicates that the picture has not improved. Proportions of pupils who are reaching expected standards in all subjects at key stages 1 and 2 remain low.
- An analysis of current pupils' written work by inspectors showed that teachers expect

too little of them. Pupils' variable presentation is not routinely addressed and spelling errors for commonly used words are infrequently identified. There is little consistent guidance about handwriting and weak letter formation leads to confusion over spellings and the use of capitals. In mathematics, pupils' poor figure formation is accepted.

- Inspectors noted that pupils' weak reading skills inhibit their progress as they move through school. In the most recent phonics screening check at the end of Year 1, a lower proportion of pupils than found nationally met the expected standard and the proportion of boys who were successful was well below the national picture. At the end of key stage 1, very low proportions of pupils reached the expected standard and boys fared particularly poorly.
- Reading is not promoted consistently well across the school. The least able younger readers receive insufficient additional support to develop confidence. This is also the case at key stage 2, where pupils also told inspectors that staff do not check pupils' reading book choices closely. Some pupils who read to inspectors brought reading material that was much too hard. Classroom reading resources differ in quality and even the most able readers said that it might take a long time to finish a book.
- Disadvantaged pupils make slow progress, as do other pupils in school. Not enough is being done to help these pupils catch up with their peers. Individual learning needs have not been pinpointed sharply and additional adults are not deployed effectively to accelerate these pupils' progress. This means that their attainment is even lower than that of others in school.
- Leaders do not have a clear overview of progress for pupils who have special educational needs and/or disabilities but inspectors found that this is generally slow. Recent actions to analyse learning needs have resulted in some accelerated progress but it is too early to judge the full impact. Changing staff and varying demands on additional adults have made it difficult to follow specific strategies effectively. Where support staff and teaching arrangements are stable, pupils are making more secure progress.
- The most able pupils, including a very small number of disadvantaged pupils, make better progress across the curriculum. Most of them are able to sustain concentration and produce work at expected standards. However, by the end of key stage 2, too few of them go beyond this.

## Early years provision

## Inadequate

- Provision in the early years is inadequate because leaders have not ensured consistently effective teaching across the provision. Despite stable staffing, over the past year there have been several changes of leadership in the early years and these have slowed improvement.
- Whole-school safeguarding responsibilities have placed additional demands on the early years leader's time. These pressures have contributed to insufficient checks being made, for example on the quality of teachers' planning and provision. There has been limited support provided to help the early years leader carry out her role.
- Induction arrangements for children joining the Nursery operate throughout the year but appear to be less embedded for transition into the Reception classes. No contact

had been made with parents so far, at the time of inspection, to communicate plans for September's intake.

- Children enter Nursery with a broad range of skills that reflect those typically found for their age, although a few are at an earlier stage of development, especially in their communication and social skills. The current Nursery children have settled in well and follow routines. They are able to organise their snack times and clear up after themselves. They are keen to learn.
- A new system has been introduced to assess children on entry but this only happened recently. Assessment has not been sufficiently robust up to this point to provide an accurate view of children's stage of development when they start at the school. Consequently, leaders are unable to provide a convincing overview about the progress and attainment of groups, including disadvantaged children and those who have special educational needs and/or disabilities.
- By the end of Reception in 2016, the proportion of children attaining a good level of development was similar to the national average. Increasingly accurate current assessments suggest that for children currently in Reception, outcomes are likely to be less positive.
- Scrutiny of children's development through their learning journey records indicates a high number of observations across a short period of time but a lack of analysis and planning of next learning steps. This means that children's individual learning needs are not being met in some cases.
- Indoor activities offer a range of opportunities, but children do not sufficiently engage with these and sometimes drift between areas with little purpose. Adults are not always alert to occasional over-physical interactions between children. Sometimes free choice activities are prolonged, with limited adult intervention, so learning benefits are not fully gained.
- Some activities for children lack challenge or direction. One boy in Reception was able to identify a range of solid shapes from a card but showed little interest in forming these shapes from dough. Others found difficulty in listening to songs because another child repeatedly tapped on a xylophone next to them.
- Children generally behave well and mix positively with each other. They follow adult direction, but in a few instances they lose concentration and do not pay attention to the teacher. This was evident in both phonics and physical education sessions.
- Work outdoors offers limited stimulus for the promotion of children's language or number skills. Opportunities for children to engage collaboratively in investigational or construction work are limited and there are insufficient opportunities for children to develop their reading, writing and mathematical skills.
- The early years leader acknowledges that provision in the basic skills is an area for development. There is no secure system in place to support the teaching of reading, and number work draws on new approaches only recently introduced.
- There are some examples where learning is supported more effectively, such as where adults are working purposefully with children in small groups. For example, in a baking activity in Nursery, there was good discussion and the teaching assistant successfully extended children's language through questioning.

- Children are well looked after and welfare requirements are met. However, the outside storage area and the temporary boundary for the outdoor area in Reception are not well managed to minimise risks.

## School details

Unique reference number	107285
Local authority	Bradford
Inspection number	10020986

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair	Lisa Overend
Headteacher	Nicola Thornber
Telephone number	01535 665628
Website	<a href="http://www.nessfieldprimary.org.uk/">www.nessfieldprimary.org.uk/</a>
Email address	<a href="mailto:office@nessfield.bradford.sch.uk">office@nessfield.bradford.sch.uk</a>
Date of previous inspection	20–21 January 2015

## Information about this school

- This school is larger than the average-size primary school. There are fifteen single-age classes.
- Three quarters of pupils are of White British heritage. The other pupils are mainly from Pakistani or Bangladeshi backgrounds. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of current pupils known to be eligible for the pupil premium is just below average.
- There are slightly more girls than boys in the school.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The number of pupils with a statement of special educational needs, or education, health and care plans is higher than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of

## Year 6.

- There has been significant upheaval in staffing and leadership since the time of the previous inspection. The headteacher left in July 2016 and governors appointed the deputy headteacher as the acting headteacher. The acting headteacher has been absent from school since February 2017.
- The current deputy headteacher and assistant headteacher, responsible for special needs and the early years respectively, hold senior leadership responsibilities on fixed-term contracts that end in August 2017.
- A residential visit for Year 6 pupils took place over the two days of the inspection. This meant that some established staff who accompanied the pupils were not present during the inspection.
- At the time of inspection, the school leadership was represented by the local authority school improvement officer and the new chair of the governing body, the previous chair having resigned earlier in the year.
- In February 2017, the governing body, working with the local authority, carried out a recruitment process to secure a substantive headteacher but no suitable applicant was found. The local authority is in the process of replacing the governing body with an interim executive board.
- At the time of inspection, there were significant levels of staff long-term absence through sickness, with approximately half the teaching staff complement affected. Temporary teachers are covering classes, either on fixed-term contracts or on a daily basis.
- The local authority has brokered a number of support mechanisms for leaders and governors over the last two years. Currently, plans are evolving to provide support through a consultant leader from the Beckfoot Teaching Schools Alliance but this support is not in place.
- The school does not meet requirements on the publication of information about details relating to the governing body, the impact on the educational attainment of the pupil premium allocation or the impact of the sport premium funding use on its website.

## Information about this inspection

- Inspectors visited 22 lessons or part-lessons across all classes. The local authority school improvement officer and a consultant leader viewed some lessons jointly with inspectors.
- The inspectors listened to a selection of pupils reading from Years 1, 2, 3, 4, 5 and 6.
- Inspectors sampled work from all year groups in English, mathematics and a range of other subjects, including science.
- Inspectors conducted meetings with the local authority school improvement officer, a consultant leader, middle leaders, and the chair of the governing body. They also held a telephone conversation with a member of staff from an off-site provision setting.
- The director of the local authority school improvement service provided the lead inspector with information about support offered to the school, through a telephone conversation.
- Inspectors analysed a range of information and school documentation. This included published data about pupils' progress and attainment, previous inspection reports, external reports by the local authority and the school's latest assessment information.
- The inspectors viewed information from the monitoring of the school's work and the performance management of teachers. They also looked extensively at safeguarding documentation.
- Inspectors took the views of parents into account through informal discussions with parents at the end of the school day, through two telephone conversations, through letters received and by analysing responses from the 100 parents who completed the online questionnaire, Parent View.
- The inspectors took the views of pupils into account through planned meetings with pupils from Years 1 and 2, 3 and 4, and 5 and 6. Inspectors met groups of pupils informally at playtime and lunchtime.
- The inspectors took the views of staff into account by analysing responses from the online survey. The school had obtained responses from 48 staff.

## Inspection team

James Reid, lead inspector	Ofsted Inspector
Melanie Williams	Ofsted Inspector
Catherine Precious	Ofsted Inspector

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