

# Inspection of Field Lane Primary School

Burnsall Road, Rastrick, Brighouse, West Yorkshire HD6 3JT

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Inspection dates: 16–17 October 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Pupils are happy and safe. Pupils play well together on the playground. There are lots of clubs they can choose from before and after school. There is hardly any bullying.

Pupils do not always behave well in lessons. A few pupils can get very angry and disrupt the learning of others. Leaders are not doing all they can to stop this.

Leaders have made strong links with the community. There is a new community room for parents to use. The multi-academy trust employs a social worker to help children and families. Parents appreciate this.

Leaders understand that Nursery and Reception are important years in setting up children well for later success. Leaders and staff make sure that children in these years learn well from a range of new experiences. For example, children visited the theatre during the inspection. For some, this was the first time they had been to see a live performance.

Leaders have been too slow to work on the improvements identified at the last inspection. They have only just started to tackle some of the issues raised previously by inspectors. Trustees have not made sure that the school improves as quickly as it should.

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

This is a welcoming and compassionate school. Leaders really care about pupils. Leaders understand that some pupils can get very upset and angry sometimes. They help pupils to control their behaviour, and this sometimes works. Some pupils think it is acceptable to behave badly. This disrupts learning for other pupils. Leaders have not reviewed the way that they deal with incidents of poor behaviour. The consequences pupils face for their actions are not always sufficient to help them to learn from their mistakes.

The headteacher is the special educational needs coordinator (SENCo). She has written effective plans for pupils with SEND. However, some teachers do not match work to pupils' needs correctly. In some lessons, teachers give work that is too easy for the most able pupils and too hard for pupils with SEND. Teachers do not use assessment well enough in lessons, so they do not notice those pupils who are struggling or those that may be flying ahead.

Leaders have thought carefully about what they want to teach in each subject. For example, there is a clear sequence of learning in mathematics. In this subject, teachers give pupils lots of opportunities to apply their arithmetic to help them solve problems. Pupils can remember what they have learned.

The multi-academy trust provides a specialist physical education (PE) teacher. Pupils are developing a range of skills in PE. Leaders ensure that pupils keep going swimming each year until they are confident swimmers. All Year 6 pupils met the government standard for swimming in 2019. Leaders say that they teach pupils about healthy eating, but staff sell a range of unhealthy snacks at breaktime. This discourages key stage 1 pupils from eating the free fruit and vegetables that the government provides.

Leaders did not act urgently to improve the teaching of reading following the last inspection. A national leader of education worked with the headteacher last term. Since then leaders have made improvements. New phonics resources have been introduced and these are making a difference. Reading books are now matched well to the letters and sounds that pupils know.

The teaching of the school's phonics programme did not meet national curriculum expectations last year. Leaders did not ensure that the content of the phonics programme was well structured and sequenced to support pupils' progress with reading. Teachers were not ambitious in their expectations of the sounds, words and texts that children should be able to read by the end of each term.

Teachers have attended phonics training in the last few weeks, so they now realise where they were going wrong in the past. Teachers are beginning to raise their own expectations about what pupils can achieve. Leaders are in the process of adjusting the curriculum to make sure that it meets national expectations for the teaching of phonics.

The early years leader is passionate about making sure that children achieve well from the start. Children's interests are taken into account when staff plan what they will be teaching. Adults ask questions that help children to learn when they are playing. Children play well together, and they are good at sharing and taking turns.

Trustees have not ensured that the local governing body challenges leaders well enough. The headteacher provides very detailed reports to governors. Governors do not always ask searching questions about this information. Leaders have written several improvement plans. In some of these plans, leaders have set dates to achieve improvements that are not soon enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

The chief operating officer for the multi-academy trust makes all the necessary recruitment checks. She is very thorough. The multi-academy trust provides a social worker who works with the safeguarding team for part of each week. Leaders keep detailed records of their work. Information is shared within the safeguarding team. Leaders provide safeguarding training frequently for staff at all levels. The learning mentor and the social worker support individual pupils who may be vulnerable. Pupils know how to stay safe and who to ask for help.

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

### (Information for the school and appropriate authority)

- Leaders should ensure that their expectations for the teaching of early reading and phonics are suitably ambitious, in line with national curriculum expectations. Teachers should ensure that the content of the phonics programme is well sequenced and taught at a pace that enables children and pupils to read as well as they should for their age.
- Leaders should ensure that teachers have the skills they need to accurately assess the learning needs of all pupils, including those pupils with SEND.
- Leaders should take effective steps to secure good behaviour for all pupils. Leaders should use all available sanctions, as appropriate, to ensure that poor behaviour does not disrupt pupils' learning.
- Trustees should ensure that leaders' plans for improvement are implemented quickly and that governors' evaluation of the impact of leaders' actions is accurate.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138398
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10110587
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane George
<b>Headteacher</b>	Vanessa Dear
<b>Website</b>	<a href="http://www.fieldlaneprimary.org.uk">www.fieldlaneprimary.org.uk</a>
<b>Date of previous inspection</b>	27–28 June 2017

## Information about this school

- This school is part of the Brighter Futures Academy Trust.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met the headteacher, the deputy headteacher and chief executive officer from the multi-academy trust. The lead inspector met the chair of trustees and two parent governors.
- Inspectors met curriculum leaders for English, mathematics, physical education and history. The lead inspector met the SENCo and the early years leader. The lead inspector met the team responsible for safeguarding, including the chief operating officer and the social worker employed by the multi-academy trust, the designated safeguarding lead and the learning mentor.
- Some subjects were selected for detailed evaluation. These subjects were reading, mathematics, physical education and history. Inspectors visited lessons, heard pupils read, evaluated pupils' written work and spoke to pupils about their learning. Inspectors did some of these activities alongside leaders, and they spoke to subject leaders separately about the curriculum and pupils' learning in

these subjects.

- Inspectors evaluated a range of leadership documents including records of meetings of the local governing body and the school improvement plan. Pupils' safeguarding records were also evaluated along with provision maps for pupils with SEND.
- Pupils were observed in breakfast club and at social times. Several groups of pupils spoke with inspectors about their behaviour, their learning and their understanding of safeguarding.
- Inspectors considered the eight comments left by parents on Ofsted's Parent View survey. We spoke to several parents before the start of the school day. There were no responses to the staff or pupil surveys.

### **Inspection team**

Tracey Ralph, lead inspector

Her Majesty's Inspector

Mujahid Ali

Ofsted Inspector

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