



Nessfield Primary School

Inspection Report

Unique Reference Number 107285
Local Authority Bradford
Inspection number 287780
Inspection dates 8–9 January 2007
Reporting inspector Les Schubeler

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

Type of school	Primary	School address	Nessfield Drive
School category	Community		Keighley
Age range of pupils	3–11		West Yorkshire BD22 6NP
Gender of pupils	Mixed	Telephone number	01535 665628
Number on roll (school)	473	Fax number	01535 210091
Appropriate authority	The governing body	Chair	Mr Andrew Sharples
		Headteacher	Mrs S Antcliffe
Date of previous school inspection	8 October 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large, oversubscribed primary school serving a mixed area of private, rented and local authority housing in Keighley. The nursery caters for up to 60 children on a part-time basis. The large majority of pupils are of White British heritage. The percentage of pupils who have particular learning difficulties and/or disabilities is about average. There are a very small number of pupils with English as an additional language. Attainment on entry to the school is below average. The school has the Investors in People award. It has also received the Gold Activemark, Artsmark Gold and is involved in the Healthy Schools Initiative.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils enjoy learning and make good progress. They achieve well because the curriculum is exciting and well planned and the quality of teaching is good.

Children enter the Foundation Stage with below average levels of attainment for their age, particularly in communication and personal and social skills. Here children make good progress because of substantial investments in resources and improvements to the curriculum. Pupils continue to make good progress through Key Stages 1 and 2 so that by the time they leave school at the end of Year 6 they reach above average standards. Since the last inspection, standards have improved in English. This is because the school has prioritised the development of speaking and listening, which has impacted well on reading and writing. The curriculum has also been developed to provide many more opportunities for writing in a range of subjects than in the past. The content of pupils' written work is increasingly interesting and imaginative but the quality of their handwriting is not always good enough across the school. This sometimes results in untidy presentation.

Much emphasis is given to help pupils develop the skills to help them deal with challenges they may come across and prepare them for their future life; as a result, their personal development and well-being are good. From entering the Foundation Stage pupils develop good relationships with those around them. Most pupils have good attitudes to learning. They say, 'When we are learning it is fun.' They enjoy coming to school, as is reflected in their above average attendance and their participation in a wide range of activities. Pupils choose from healthy dining options and enjoy a variety of physical activities, ensuring that they learn the importance of a healthy lifestyle.

Pupils feel safe and well looked after. Pastoral care in the school is strong; the school responds particularly well to the needs of the most vulnerable pupils. Where pupils have specific needs, the school makes effective use of counselling, mentoring and liaison with outside agencies to support their welfare and progress. The quality of teaching and learning is good. Teachers plan their lessons well so that the needs and interests of pupils are well met by a variety of interesting and challenging tasks and activities. An important emphasis is also placed on the effective deployment of teaching assistants, who make a valuable contribution to pupils' good progress throughout the school. There are some inconsistencies in the marking of pupils' work. Teachers use praise and rewards effectively to encourage pupils, but specific guidance on how to improve their work is not always provided.

The curriculum is good. The Foundation Stage curriculum has improved since the last inspection by introducing imaginative and well planned activities that successfully develop pupils' communication and personal skills as well as some independence in their learning. This has paved the way to a similar curriculum for pupils in Years 1 and 2, which builds successfully on previous learning and continues to promote pupils' independence and learning. The success of this initiative has recently encouraged the

school to revise the curriculum for older pupils so that they benefit from a curriculum that is fresh, challenging and exciting.

Leadership and management are good. The commitment of the headteacher and her drive to raise standards have improved the quality and effectiveness of the school. The headteacher is ably supported by a highly motivated leadership team. Good financial management has enabled the school to make successful decisions about the use of resources, for example, in the effective deployment of teaching assistants and extra investment in the Foundation Stage. Such measures are paying dividends in raising levels of achievement. The school's evaluation of its own work is accurate and has helped to identify areas that could be better and then to take appropriate action to secure improvements. In 2006, standards in English improved dramatically as a result of adopting well considered initiatives. Thus the capacity to improve further is good. Governors know the school well. As critical partners in its development they provide effective challenge and support, helping the school to provide good value for money.

What the school should do to improve further

- Ensure that all pupils have a clear understanding of what to do next in order to improve their work.
- Improve the standards of handwriting to match the good quality of creativity and content in pupils' writing.

Achievement and standards

Grade: 2

Pupils achieve well and the school usually meets its challenging targets. Standards increase from generally below average on entry to the nursery to above average by the end of Year 6. A weakness for many children when they enter the nursery is low standards in reading, writing and understanding of letter sounds. Children make good progress in the Foundation Stage because of the good teaching and curriculum but do not reach the expected levels for their age in the basic skills of English by the time they enter Year 1. In other aspects they attain the expected standards. Pupils, including those with learning difficulties and those learning English as an additional language, make good progress in Years 1 to 6.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils gain a good awareness of their own and other peoples' religions and cultures through visitors, stories, art, music and links with other schools whose pupils are from varied cultural backgrounds. The introduction of a whole-school programme that focuses on the social and emotional aspects of learning has contributed significantly in developing pupils' good moral and social skills. Pupils are developing a good awareness of the need to consider the well-being of others, as shown, for example, in the way older

pupils act as buddies and play leaders at break times. Pupils make a positive contribution to the school community by taking on responsibilities and voicing their views through the school council, and through their involvement as 'young teachers', helping younger pupils with their reading, for example. They also make a positive contribution to the immediate and wider community by participating in local events and raising money for different charities. Pupils are fully aware of the need to eat healthily and take regular exercise. They are pleased with the extra equipment provided at break times which helps to keep them active.

Quality of provision

Teaching and learning

Grade: 2

Teachers prepare lessons that have a clear focus, ensuring that pupils understand what is required of them. They provide an appropriate variety of tasks and activities which sustain the interest of pupils. Resources such as interactive whiteboards are used effectively to assist teaching and enliven learning. Teachers manage pupils well in the classroom; consequently, behaviour in lessons is good and pupils develop very good relationships with their teachers. All these positive features help to keep up the pace of learning and contribute to the good progress pupils make. However, when marking pupils' books, teachers do not always show pupils what steps they need to take next in order to make their work better.

Curriculum and other activities

Grade: 2

The school strongly promotes an active, creative and enriched approach to learning which has been acknowledged by external awards. The curriculum in the Foundation Stage provides ample opportunity for pupils to develop intellectually, socially and emotionally. Their physical development is catered for well through good opportunities for outside play and exploration using a wealth of resources. As a result, pupils respond with imagination and great endeavour. Throughout the school, personal and social development is given a successful emphasis. Good use is made of visits to give pupils first-hand knowledge. Visitors such as actors and artists and a good range of extra-curricular activities add spice and breadth to the pupils' learning. For example, Year 5 pupils entered a stardome, an inflatable planetarium to find out about the night sky, then used an appropriate website to find information to help them write a welcome booklet for NASA.

Care, guidance and support

Grade: 2

The caring atmosphere within the school ensures that pupils feel safe and confident that there is someone they can talk to if they are troubled or upset. A senior teaching assistant and school counsellor work closely with individual pupils: this has been

successful in raising their self-esteem. Pupils feel valued and special because they are rewarded for their achievements. Their progress is tracked well, but not all pupils receive enough guidance on how to improve their work. Procedures for ensuring pupils' health and safety are thorough and child protection procedures are clear, up to date and known to staff. The parental involvement worker provides good support to parents to encourage involvement in their child's learning through family learning events such as 'Bring Your Dad To School' day.

Leadership and management

Grade: 2

The committed and experienced headteacher gives clear direction to the work of the school. Accurate self-evaluation is a routine part of school life. Monitoring the quality of teaching and learning has led to improvements that impact positively on pupils' achievement. The senior leadership team and curriculum leaders share the monitoring and evaluation of the school's performance and work effectively as a team to bring about improvements. Key stage and curriculum leaders are clear about how they influence practice and improve standards, and they share ideas and expertise in order to improve pupils' learning. Good links with external agencies help to ensure pupils' safety and good health. Improved relationships and consultations with parents mean that the large majority value the school highly.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome you gave to the three inspectors who visited your school recently. We would like to thank you for being courteous and friendly. We enjoyed talking to you and finding out your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. We came to the conclusion that Nessfield Primary is a good school and you make good progress in your work.

We think your teachers and teaching assistants care for you and look after you well, keeping you safe and healthy. We know, too, that you are very proud of your school and that you get on well with all the adults who work with you. Your teachers teach you well and make your lessons interesting. We think that much of your written work is interesting, but you could take more care with your handwriting so that your work is presented more tidily. We have asked your teachers if they can help all of you to understand more clearly how to improve your work. We think that if this happens and you continue to work hard with your teachers, the standard of your work will improve further.

We are sure that you will continue to enjoy school and to make good progress. Most of all, we hope that you will carry on working hard and helping all the staff to make Nessfield Primary an even better school.