

Nessfield Primary School

Inspection report

Unique Reference Number	107285
Local Authority	Bradford
Inspection number	336856
Inspection dates	27–28 January 2010
Reporting inspector	Marie Cordey

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	The governing body
Chair	Mrs Daphne Thompson
Headteacher	Mr Sean Smith
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons and spent 50% of their time observing learning. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at documentation, including the school's self-evaluation evidence, the school improvement plan, internal and external monitoring of the school and questionnaires from 172 parents and carers, 100 pupils and 47 staff.

- the extent to which all pupils make progress and enjoy their learning, particularly more able pupils and progress in the subject of writing
- the quality of teaching and assessment to support learning
- outdoor provision and how well children in the Early Years Foundation Stage make progress
- the effectiveness of leaders and managers at all levels.

Information about the school

The school is larger-than-average. The proportion of pupils known to be eligible for free school meals is below average. There is a small number of pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average. There is Early Years Foundation Stage provision for children in the Nursery and Reception classes. The school has achieved Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with pupils' welfare at its heart. Many pupils say, 'You learn a lot and feel safe.' Pupils are valued and so they become more confident and caring of others as a result. They also respect and celebrate people from different backgrounds, both in their community and internationally. Equality of opportunity for all and tackling discrimination are cornerstones of the school's character. Pupils' good attendance reflects their enjoyment of school life. Their behaviour is good, as is their spiritual, moral, cultural and social development. In an outstanding personal, social and health education lesson, Year 6 pupils spoke about setting long term goals and breaking them down into manageable chunks so that they could realise their lifetime ambitions.

The local community is central to the school's activities; excellent partnerships with their neighbours, local authority partners and community groups, lead to an exceptionally strong focus on pupils' personal and academic development. Numerous community activities revolve around sport and music; pupils are also generous fund-raisers. Parents and carers' positive attitudes towards school are reflected in comments such as, 'Nessfield has helped build confidence and learning skills immensely' and 'The school's Parental Involvement Officer has proved to be an inspiration.' Indeed, a high level of involvement by parents and carers is a recurring theme in their comments.

The quality of teaching is good overall and some is outstanding. This ensures that pupils achieve well, enjoy their learning and make good progress to reach standards that are, on the whole, above national averages when they leave school. However, in some lessons, pupils do not have enough opportunity to explore ideas and discuss their learning with each other and on occasions, lessons are not planned precisely enough to match the needs and interests of all pupils. Although pupils have not done as well in writing, the school has taken steps to address this and standards are now above average in Year 6. Effective tracking of pupils' performance means that work is generally well adapted to meet pupils' requirements and pupils meet their increasingly challenging targets. Marking is up to date and pupils know what to do to improve their work in most lessons. The curriculum is purposefully dynamic and enriching. Pupils and their parents and carers, welcome the many visits, visitors and after school clubs provided by the school.

Good leadership and management involve all staff in driving the school's commitment to the personal and academic development for every pupil. The school has an accurate understanding of its strengths, as well as what it needs to do in order to improve further. Some improvements to the outdoor provision in the Early Years Foundation Stage have already taken place, but more needs to be done. Similarly, the school correctly recognises the need to improve the assessment of children's skills in this stage

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in order to accelerate their progress towards clearly identified targets. The whole governing body is increasingly more challenging and focused on school improvement. The school has acted effectively on the areas for improvement identified at the previous inspection, particularly in improving pupils' understanding of how they can take the next steps in their learning. These developments demonstrate the school's good capacity to sustain improvement. The school provides good value for money.

What does the school need to do to improve further?

- Improve the quality of teaching and learning overall so that lessons match pupils' interests and abilities more consistently and increase opportunities for pupils to explore ideas and discuss their learning.
- Improve children's skills and learning in the Early Years Foundation Stage by:
 - - enriching the quality and purpose of the outdoor provision
 - - improving the assessment of children's learning and the level of challenge to match children's abilities.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and enjoy learning particularly in lessons where they are active and involved. For example, in a Year 2 lesson, pupils thrived in their individual tasks and were proud to be given the chance to work both independently and in small groups.

Pupils' attainment is currently above average and improving further, especially in writing. Pupils make good progress in Key Stage 1. This progress is maintained in Key Stage 2 where standards are above average in reading, mathematics and science. Standards in writing were below average last year, but lessons are increasingly well planned in order to focus on improving pupils' writing skills and, consequently, attainment is improving. Some more-able pupils did not achieve as well as they should in 2009. This was quickly identified and effectively acted upon by the school.

Consequently, these pupils are now making similarly good progress as others.

Pupils behave well in lessons overall and their behaviour around school is excellent.

They feel safe and are aware of potential dangers, because of the contributions made by the community police officer and school nurse. In an outstanding personal, social and health education lesson, Year 6 pupils spoke about setting long term goals and breaking them down into manageable chunks so that they could realise their life time ambitions.

Pupils have an excellent understanding of healthy lifestyles that goes beyond diet and fitness. Although a small number of parents are not enthusiastic about school dinners, their children are very keen to praise the quality of the food. Pupils revel in opportunities to take on responsibility and take great pride, for instance, in their roles as buddies, school council members and young teachers. They make excellent contributions to the school and local community and are further developing their good contributions to the wider community. Exceptionally good preparation for secondary education, above average standards and their very good social skills all contribute to preparing pupils outstandingly well for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Well-planned lessons offer a range of activities which engage pupils' interests. For instance, Year 4 pupils stepped up to the challenge to multiply large numbers in a fast paced lesson when priced menus added relevance and meaning to the activity. In some lessons, teachers work harder than their pupils and learning is slower because pupils do not have enough opportunity to explore ideas and discuss their learning with each other. On occasions, lessons are not planned precisely enough to match the needs and interests of all pupils. One-to-one sessions with skilful teaching assistants support pupils with special educational needs and/or disabilities well and help them learn effectively. Occasionally, teaching assistants are under-used, especially when the teacher is introducing the lesson.

The curriculum is carefully planned to both interest pupils and improve standards. It has been particularly effective in improving writing in Key Stage 2. Provision for information and communication technology (ICT) is improving and new computers and software are leading to broader learning across subjects as well as in ICT itself. Lessons are made more enjoyable and interesting through effective use of interactive whiteboards. The

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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provision for sport, in particular, is strong. Pupils benefit by working with professional sports people through the school's links with the Cougar Pride Centre and they are proud to inform visitors about their skills.

Even though this is a large school, staff know each pupil well and they are all valued as individuals. Pupils are cared for well. Pupils with special educational needs and/or disabilities make good progress because of carefully planned support; although some become less involved when they are not given enough opportunities to complete their work independently. The school works very effectively with outside agencies, such as speech and language therapists, to meet individual needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, deputy headteacher and governors share a drive for raising aspirations and improving standards. Effective tracking of pupils' performance means that work is generally well adapted to meet pupils' requirements and pupils meet their increasingly challenging targets. This is communicated well to parents, carers and also to pupils who say 'Each pupil has a set of targets to help them in lessons'. The care and welfare of pupils is a high priority and governors ensure that safeguarding procedures meet current requirements. The school is extremely active in the local community and works very closely with local primary and secondary schools to improve its work further. Self-evaluation is searching and mostly accurate. It has led to more effective monitoring of the school's performance for the benefit of pupils' learning. All staff are considered to be leaders and play a key role in assessing each pupils' personal well-being and progress. Parents and carers are very supportive and the appointment of a Parental Involvement Officer has further involved parents and carers in the school's work. The school is popular and respected by the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall provision is satisfactory, although leadership and management are securing improvements. Children make satisfactory progress from their broadly average starting points in the areas of communication, language and literacy and problem solving, reasoning and numeracy. They make good progress in their personal, social and emotional development. A satisfactory range of well-prepared indoor activities encourage children to explore and enjoy their learning. Satisfactory, and sometimes, good teaching ensures that children become skilful in linking sounds and letters and playing and learning using role play, sand and water. More limited use of the outside space and fewer resources mean that children are not always fully engaged or enthusiastic about outdoor play. Consequently, their opportunities to explore and develop physically and improve their knowledge and understanding of the world are restricted. The Early Years Foundation Stage leader is aware of what is required to improve children's learning from satisfactory to good and is acting to secure that improvement. Assessment of children's work is inaccurate, overall, as children are more advanced in their learning than staff appreciate. As a result, new more refined assessments are taking place leading to the setting of more challenging targets. Children are well cared for and requirements regarding their welfare, health and safety are fully met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Please turn to the glossary for a description of the grades and inspection terms

The vast majority of parents and carers who responded were happy with the school's provision and indicated that their children enjoyed school. The vast majority of parents and carers agreed that the school helped their child to have a healthy lifestyle and that the school met their child's individual needs. There were a very small number of concerns about behaviour and school dinners but inspectors found no evidence to support these. Some concerns about the level of challenge for more able pupils have been evident in the past but are now being acted on, leading to rising standards.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nessfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 172 completed questionnaires by the end of the on-site inspection. In total, there are 478 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	56	74	43	2	1	0	0
The school keeps my child safe	107	62	62	36	2	1	0	0
The school informs me about my child's progress	70	41	88	51	11	6	2	1
My child is making enough progress at this school	80	47	82	48	7	4	0	0
The teaching is good at this school	94	55	74	43	1	1	1	1
The school helps me to support my child's learning	85	49	74	43	10	6	0	0
The school helps my child to have a healthy lifestyle	76	44	88	51	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	39	90	52	5	3	1	1
The school meets my child's particular needs	73	42	85	49	8	5	1	1
The school deals effectively with unacceptable behaviour	60	35	92	53	12	7	2	1
The school takes account of my suggestions and concerns	55	32	99	58	12	7	1	1
The school is led and managed effectively	80	47	85	49	4	2	0	0
Overall, I am happy with my child's experience at this school	97	56	70	41	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2010

Dear Pupils

Inspection of Nessfield Primary School, Keighley, BD22 6NP

It was a delight to visit your school. The inspection team thoroughly enjoyed talking to you all and listened carefully to what you had to say. You told us how happy you are at school, and your work in the local community is excellent. Yours is a good school and some parts of it are outstanding. You are exceptionally health conscious and persuaded us to make more effort to eat a balanced diet and exercise regularly. Thank you! Like you, we were impressed by how many interesting things there are to do. You enjoy sports and are proud to work with professional sports people.

You help and care for each other. Younger children settle down well in the Reception class and you make sure that older pupils look after the younger ones. I think that you make a very important contribution to your future because you are very good communicators, your work is good and you speak, as well as listen, well.

You are keen to learn and this helps you to produce good work in most subjects and achieve well. Your writing in Key Stage 2 is improving, particularly in Year 6, and your teachers are working with you to make it even better. You enjoy lessons most when you are given the chance to develop your own ideas and talk to each other about your learning. We have asked your teachers to give you more opportunities to do this. We would also like the outside area to be made more interesting and exciting for children in the Nursery and Reception classes. We would also like children to know how well they are doing and have asked teachers in the Early Years Foundation Stage to plan children's work so that they make good progress in their learning and playing.

Your headteacher and all the staff are working very hard to make your school even better. I wish you every success for your future.

Yours sincerely,

Mrs Marie Cordey

Lead Inspector

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