

Nields Junior Infant and Nursery School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 107646 |
| Local Authority | Kirklees |
| Inspection number | 336928 |
| Inspection dates | 22–23 March 2010 |
| Reporting inspector | Melvyn Hemmings |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 203 |
| Appropriate authority | The governing body |
| Chair | Mrs Fiona Hipkins |
| Headteacher | Mrs W Mulligan |
| Date of previous school inspection | 21 September 2006 |
| School address | Nields Road Slaithwaite Huddersfield HD7 5HT |
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Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons or parts of lessons. Inspectors observed eight teachers and held discussions with governors, staff, parents, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 48 parent and carer questionnaires were received and analysed

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of action taken over the last year to improve pupils' skills, particularly in writing and mathematics
- the extent to which pupils are involved in assessing how well they are doing and how they might improve
- the impact of recent curricular remodelling in Years 1 and 2
- how effectively the governing body promote school improvement.

Information about the school

This average size school has gained a number of awards, including Healthy Schools status and the Activemark Award. The number of pupils known to be eligible for a free school meal is average. Although the percentage of pupils with learning difficulties and/or disabilities is also broadly average, the percentage with a statement of special educational needs is above average. Most pupils are of a White British heritage.

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

The school is a welcoming and stimulating place in which to learn. The headteacher's purposeful leadership provides a well focused educational direction. Her clear vision for school improvement is shared by all involved in the school and a strong team ethos is evident. Changes to the governing body mean that many governors are relatively new. They support the school well but are not fully involved in planning for long-term improvement or in holding the school to account for its performance. Self-evaluation is accurate, with leaders making good use of a variety of rigorous monitoring activities. These set realistic and challenging targets to consolidate and sustain improvement. There is good capacity for further improvement.

Children make a good start in the Early Years Foundation Stage and achieve well. Pupils in Years 1 to 6 continue to achieve well and, by the time they leave, attain above average standards in English, mathematics and science. Action taken to improve pupils' skills in writing has proved successful. As a result, they are now more competent in writing sentences with accurate vocabulary, punctuation and spelling. In mathematics, improvements have been made to pupils' calculation skills, particularly in multiplication and division. Nonetheless, leaders are not complacent and realise correctly that there is more to do to raise standards even further. This includes providing more opportunities for pupils to write purposefully in different styles across the curriculum. In mathematics, pupils now have sound calculation skills but are not adept at using these skills to solve real-life number problems. Furthermore, pupils' skills in assessing how well they are doing and deciding the next steps they need to take to improve are at an early stage of development.

Pupils behave well and enjoy coming to school, which is reflected in their above average attendance. They have positive attitudes to learning and this contributes well to the progress they make. Leaders actively promote community cohesion within the school and this results in a harmonious community. The school has good local and international connections to ensure cohesion beyond the school. Pupils have a good understanding of their own culture, but less so of the variety of cultures to be found nationally. An extensive range of enrichment activities adds interest and variety to the curriculum. All staff are firmly committed to pupils' safety and well-being, which is much appreciated by parents and carers.

What does the school need to do to improve further?

- Raise standards, particularly in writing and mathematics, by:
 - providing more opportunities for pupils to write purposefully in different styles

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across the curriculum

- improving pupils' ability in applying their mathematical calculation skills to solve real-life number problems
- fully involving pupils in assessing for themselves how well they are doing and how they might improve.
- Strengthen leadership and management, by;
 - promoting community cohesion more effectively, including an awareness of cultural diversity in the United Kingdom, and rigorously evaluating the impact of its work in this aspect of provision
 - developing the expertise of the governing body in planning strategically for improvement and in holding the school to account for its performance.

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

Pupils are keen to learn and carry out their activities enthusiastically. They are attentive, concentrate well and are willing to persevere when faced with difficulties. They collaborate well in pairs and small groups to solve problems. This was evident in a science lesson for pupils in Year 5, in which they were investigating the way different materials muffled sound. Pupils enjoy books and read well. They take care with their written presentation and construct sentences accurately. They have a satisfactory understanding of scientific ideas and how to carry out a fair test. Attainment is above average by the end of Year 6 but more could be done to improve the consistency of standards within subjects. For example, pupils have secure mathematical calculation skills but are less proficient in using these to solve real-life number problems in new situations. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the well-targeted extra support they receive.

Pupils are polite, considerate and show respect for different people's feelings and values. They understand the need to eat a balanced diet and take regular exercise in order to stay healthy. Pupils willingly take on responsibilities, such as being a member of the school council or a play leader. They care about issues facing the local community. This is shown in the way in which pupils in Year 5, following a visit to the village centre, were creating posters to illustrate how Slaithwaite could be improved. Pupils' understanding of cultures in other countries is enhanced by work in geography and studies involving their twinned school in Uganda. Pupils say they feel safe and secure in school. Pupils' above average attendance and the way they are making good progress in gaining basic skills, mean they are well prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

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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| | |
|---|----------|
| 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 | 2 |
| 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 | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teachers have good subject knowledge that enables them to explain ideas clearly and confidently. Good planning ensures that groups of pupils of different ability are given work that challenges them effectively. Teachers manage classrooms well, so that little time is lost. They use questioning successfully to find out what pupils know and can do, and to develop their skills of speaking and listening. Pupils are informed about their progress and how to improve through marking and by talking to adults. They are not quite so good at assessing their own progress and acting accordingly. Teaching assistants are deployed well to support all pupils, in particular those with special educational needs and/or disabilities.

The remodelling of the curriculum for pupils in Years 1 and 2 is effectively linking subjects together to make learning more relevant and exciting for them. The emphasis on practical activity has resulted in pupils being more motivated and engaged in their work. This skills based approach to learning is beginning to be extended to pupils in Years 3 to 6. A wide range of extra-curricular activities, including sports, art and cheerleading clubs, enrich the curriculum. Visits to places of educational interest and opportunities to work with a variety of visitors extend pupils' skills. The school's commitment to providing a variety of good quality sporting experiences is reflected in it gaining the Activemark.

Well-organised arrangements for the care of all pupils contribute to their good development and well-being and support their learning. Rigorous child protection procedures and risk assessments are in place and meet requirements. Staff are clear of the steps to take if they have any concerns about the well-being of a pupil. Clearly

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targeted support for potentially vulnerable pupils plays an important role in fostering their learning and development. Established links with outside agencies ensure extra support for individual pupils is available when required.

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 senior leadership team establishes ambition and drives improvement well by focusing the school on priorities. It motivates staff and guides their efforts to good effect. The governing body is supportive of the school, but is not fully involved in influencing its strategic development. The school promotes equal opportunity and tackles discrimination well. It has relevant information about different groups of pupils and effectively checks their performance and their contribution to school life. All safeguarding requirements are met and arrangements are regularly reviewed. The governing body and staff have a good awareness of safeguarding issues and they receive regular training, particularly in child protection. Leaders effectively promote community cohesion within the school. Pupils from different backgrounds get on well with each other and enjoy opportunities to learn about other countries, for example, Uganda. Leaders are now working to improve community cohesion overall by developing better links at a national level. The evaluation of its work in this area is patchy but it does provide some relevant information. The school has a good relationship with parents and carers.

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 | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |

| | |
|---|----------|
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| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children make good progress and achieve well, from below typical levels on entry, because teaching and learning are consistently good. Adults work well as a team and plan activities that are practical and often linked to children's personal experiences. As a result, children are fully engaged in activities, both indoors and outdoors, that encourage them to investigate and explore for themselves. This contributes well to their development as independent learners. Children play happily together, willingly sharing resources and also taking turns fairly. They show good concentration and an awareness of specific vocabulary in their role-play in the doctor's surgery. Relationships between adults and children are good, which has a positive impact on the progress children make. The curriculum is enhanced by an interesting range of enrichment activities, such as seasonal walks around the school environment and visits to shops and the library in the village. Children are cared for well in this calm and happy setting and support for children with special educational needs and/or disabilities is good. Good leadership ensures that children's progress is checked well and that their individual needs are met. Areas for development are identified quickly and acted upon, such as the relative lack of equipment outside to foster the full range of physical development. Parents and carers say that staff are approachable and keep them informed of their children's progress and how they can support learning at home.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The very large majority of parents and carers who responded to inspection questionnaires were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'I think the school is very well run; the teachers are enthusiastic and highly skilled. My daughter loves coming to school' and 'I like how older and younger pupils integrate together and help each other, such as at lunchtimes.' A

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very small minority did not agree that their children were making enough progress at the school. Inspection evidence shows most pupils make good progress throughout the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nields Junior Infant and Nursery 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 30 | 63 | 17 | 35 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 30 | 63 | 18 | 38 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 19 | 40 | 25 | 52 | 3 | 6 | 0 | 0 |
| My child is making enough progress at this school | 21 | 44 | 22 | 46 | 5 | 10 | 0 | 0 |
| The teaching is good at this school | 26 | 54 | 22 | 46 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 19 | 40 | 24 | 50 | 3 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 25 | 52 | 21 | 44 | 0 | 0 | 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) | 26 | 54 | 18 | 38 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 20 | 42 | 25 | 52 | 3 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 16 | 33 | 26 | 54 | 2 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 14 | 29 | 30 | 63 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 19 | 40 | 23 | 48 | 2 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 21 | 44 | 27 | 56 | 0 | 0 | 0 | 0 |

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.



24 March 2010

Dear Pupils

Inspection of Nields Junior, Infant and Nursery School, Slaithwaite, HD7 5HT

Thank you for the very friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

What I found out about your school:

- it helps you to make good progress and achieve well
- you enjoy taking on responsibilities, such as being a member of the school council or a play leader
- in your questionnaires, you say you feel safe at school and adults are interested in your views
- the headteacher, staff and governors are working hard to help you do even better.

What I have asked your school to do now:

- raise standards in writing and mathematics, by giving you more opportunities to write in other subjects, in addition to English, and also improve your ability to solve mathematical problems.
- promote a better awareness of cultural diversity in the United Kingdom, and support governors in developing their skills in helping the school improve in order to strengthen leadership and management.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely,

Melvyn Hemmings

Lead Inspector

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