

Netherleigh and Rossefield School

Independent school inspection report

DCSF registration number	380/6000
Unique Reference Number (URN)	107445
Inspection number	348715
Inspection dates	12–13 May 2010
Reporting inspector	Christine Inkster HMI

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Netherleigh and Rossefield School is a non-selective independent day school for boys and girls situated in a residential suburb of Bradford. The school provides education for up to 156 pupils aged three to eleven years. There are currently 119 full-time and 12 part-time pupils on roll. The school provides for pupils in the Early Years Foundation Stage in a part-time Nursery class, full-time Kindergarten and one Reception class. There are 33 children who are funded under the nursery education scheme. Pupils are from a range of different minority ethnic backgrounds although the majority are of Asian heritage. There are very few pupils with special educational needs and/or disabilities. The school was formed in September 2002 by the merger of two independent schools which were under the same management. The school aims, 'for every child to achieve their best academically, physically and emotionally and to ensure that they are given a firm grounding in all aspects of their development in order to set them on the correct path to fulfil their potential and meet the needs of adult society.'

The school was last inspected in June 2007 and there was a follow-up visit in June 2009.

Evaluation of the school

Netherleigh and Rossefield School provides a good quality of education for its pupils and meets its aims. The overall effectiveness of the Early Years Foundation Stage is good. Pupils make good progress because the quality of the curriculum, teaching and assessment are good. Pupils' spiritual, moral, social and cultural development and their behaviour are good. The provision for the welfare, health and safety of pupils is good; safeguarding arrangements are securely in place and meet all requirements apart from the requirement for a senior member of staff to complete safer recruitment training. The school has successfully addressed the issues identified at the last inspection in respect of the curriculum, information for parents and carers, compiling a single central record, providing sufficient washrooms for Nursery and Reception children and handling complaints and now meets all but one of the regulations for independent school registration.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

Quality of education

The curriculum is good in school and in the Early Years Foundation Stage. It is broad and balanced and the school teaches all National Curriculum subjects and provides well for all six areas of learning in the Early Years Foundation Stage. There are effective long-term, medium-term and short-term plans in place throughout the school with a strong emphasis on teaching basic skills, particularly in English and mathematics. Pupils are taught information and communication technology (ICT) skills each week by a specialist teacher. There is also some specialist teaching in music and French. Pupils are very successful when they participate in choir competitions and singing is of a high quality, particularly when pupils write and perform their own songs. Pupils also have the opportunity to learn to play the recorder and piano. There are effective opportunities for cross-curricular work. Pupils practise their literacy skills in history and geography topics, for example, when writing a persuasive argument about life in Athens. An effective programme of personal, social and health education is provided, through discrete lessons and through other areas of the curriculum. This does much to promote pupils' good personal development. There is a wide range of extra-curricular activities available including cricket coaching, football training, judo, jitsu, Arabic and Islamic classes. Pupils also have the opportunity to go swimming, learn gymnastics and have tennis coaching. There are a number of educational visits arranged, for example, pupils were very excited about their visit to a science museum the day prior to the inspection and they produced some good quality writing and posters about their visit. Older pupils enjoy visiting an outdoor education centre where they participate in activities such as abseiling, archery, fencing and problem solving.

The quality of teaching and assessment is good, including in the Early Years Foundation Stage and, as a result, pupils make good progress. There is good provision for pupils with special educational needs and/or disabilities as they receive individual support from a specialist teacher, enabling them to make similar progress to their peers. Skilled teaching assistants provide good, targeted support to groups and individual pupils. Pupils who are gifted and talented in particular subjects have the opportunity to learn in year groups above their chronological age, providing effective support and challenge. Lessons are well structured and teachers ensure that pupils understand what they are to learn at the beginning of each lesson. Teachers have good subject knowledge and use questioning techniques effectively to assess and challenge during whole-class sessions. However, on occasions, opportunities are missed to plan sufficiently challenging activities to meet the needs of different ability groups and individual pupils. Pupils enjoy their learning and often share jokes and good humour with their teachers. Very good relationships are evident between staff and pupils and this motivates and encourages pupils to learn. Pupils have very positive attitudes to learning and take pride in their work which is neat and well presented.

The school has good assessment procedures in place which are linked to National Curriculum levels. Pupils in Key Stage 2 know their current National Curriculum level and have targets to enable them to understand what they have to do to achieve the

next level. Their progress is regularly tracked and this information is shared effectively with parents and carers. Marking is regular and includes positive comments, praising pupils for their achievements. Verbal feedback is given to pupils to enable them to improve their work and many do have opportunities to correct any errors. However, this good practice is not entirely consistent across the school.

Pupils make good progress in relation to their capability and starting points in school and in the Early Years Foundation Stage. Work in pupils' books, the school's own data and lessons observed confirm this judgement. Pupils are successful in passing entrance examinations for selective schools of their choice.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of all pupils is good as shown by the way in which pupils from the Early Years Foundation Stage onwards learn to respect, and take responsibility for, themselves and others. Pupils take their responsibilities as school councillors and prefects very seriously and they enjoy fundraising activities for those less fortunate than themselves. For example, they purchased animals and crops through the 'Send a Cow' project and sponsor a donkey named 'Simon'. Pupils have a good understanding of the difference between right and wrong and they work cooperatively with one another as well as independently. They participate in regular assemblies and develop their spiritual awareness through learning about other faiths and considering how fortunate they are in their relationships. Pupils work and play in harmony with others from a wide variety of different backgrounds enabling them to develop a good understanding of the diverse cultures represented in the school and beyond. Pupils are gaining a broad general knowledge of public institutions and services in England through topics, such as 'People who help us' and older pupils learn about the government and local democracy. Pupils say they really enjoy coming to school and feel they are prepared well for the next stage in their education. This was reflected in a comment from one pupil who stated: 'I love my school. I always cannot wait until the morning when I arrive at school. The teachers are encouraging everyone in my class about going to senior school and I feel very confident in all my work.' Pupils' attendance is broadly average and their behaviour in lessons and around the school is good. They have positive attitudes to learning and by the time they leave, they have become mature and confident individuals.

Welfare, health and safety of the pupils

The provision for pupils' welfare, health and safety is good throughout the school, including in the Early Years Foundation Stage. Pupils say they feel well cared for and that they can always approach a member of staff if they have a worry or concern. They say that any rare incidents of bullying are dealt with effectively. They are particularly aware of how to use the internet and ICT safely. Pupils have a good understanding of how to live healthy lifestyles. They choose to eat healthy foods and

snacks and appreciate the positive effects of regular exercise through physical education lessons and extra-curricular sports.

Staff supervise pupils vigilantly during lessons and when playing outside. All but one of the requirements for safeguarding pupils is met. The designated person for child protection has undertaken recent training to the required standard and updated training has been provided for all staff. However, although appropriate procedures are in place for the safer recruitment of staff and the headteacher has ensured that a trained colleague from another school is present when staff are interviewed and appointed, a member of staff within the school has yet to complete the safer recruitment training. There is a suitable fire risk policy in place and fire drills and checks on fire alarms and fire equipment are carried out regularly. Good procedures are in place for first aid and six staff have undergone recent training. The school now meets the requirements in respect of the Disability Discrimination Act 2002.

Suitability of the proprietor and staff

The school has established suitable procedures for ensuring that, prior to taking up their responsibilities, all teaching and non-teaching staff, supply staff, proprietors and volunteers are checked for their suitability to work with children. All required checks, including enhanced Criminal Records Bureau checks, have been completed for those in regular contact with pupils and these are kept, as required, in a single central record which meets requirements.

School's premises and accommodation

The school buildings consist of a purpose-built lower school for the Early Years Foundation Stage and a Victorian semi-detached house for older pupils. There are attractive, well-maintained grounds and a playground of adequate size. The school manages the available space well, enabling pupils to learn effectively and has created specialist facilities for art and ICT. The school now provides suitable washroom facilities for children in the Early Years Foundation Stage. The accommodation is maintained and decorated to an adequate standard.

Provision of information for parents, carers and others

The provision of information for parents and carers has improved since the last inspection and all regulations are now met. There is an attractive website and school prospectus. Regular newsletters are sent to parents and carers informing them of any events taking place in addition to any information in respect of health and safety, such as encouraging them to park safely outside the school buildings. Parents and carers are informed of their child's progress through parents' evenings and written reports which are sent out twice each year.

Procedures for handling complaints

The school has a clearly written complaints procedure which meets requirements. There have been no formal complaints.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Provision and outcomes for children in the Early Years Foundation Stage are good. Children quickly settle into Nursery because of the warm welcome they receive. They make good progress from their starting points, which are broadly typical of children of their age. By the time they leave the Reception class, children attain standards that are above expectations. Children get on well with each other and with adults and are able to work cooperatively together. They enjoy their learning and join in all activities with interest and enthusiasm. Classrooms are a hive of activity with children thoroughly enjoying working independently and in adult-led groups, for example, investigating boats floating on water or problem solving when constructing a bridge to carry vehicles over a road. Activities are planned well to meet the needs of individual children and are based on regular observations and assessments. Each child has a 'Learning Journey' assessment file which includes records of progress made in the areas of learning. Good use is currently made of the playground for outdoor learning and exciting plans are in place for the new dedicated outdoor education area which is almost complete. Welfare arrangements are in place and meet requirements. Staff are particularly skilled in supporting children with special educational needs and/or disabilities and those with medical conditions. Leadership and management are good and staff work very closely together as a team. Staff have been checked for their suitability to work with children and suitable safeguarding procedures and policies are in place.

Compliance with regulatory requirements

- The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that a senior member of staff completes safer recruitment training in compliance with DCSF guidance Safeguarding children and safer recruitment in education (paragraph 3(2)(b)).

³ www.opsi.gov.uk/si/si2003/20031910.htm

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Ensure that work planned is sufficiently challenging for different ability groups and more closely matched to pupils' individual needs.
- Ensure that marking and feedback are of a consistent quality across the school.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?		√		
What is the quality of provision in the EYFS?		√		
How effectively is the EYFS led and managed?		√		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		√		

School details

Name of school	Netherleigh and Rossefield School		
DCSF number	380/6000		
Unique reference number (URN)	107445		
Type of school	Primary		
Status	Independent		
Date school opened	September 2002		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 71	Girls: 48	Total: 119
Number on roll (part-time pupils)	Boys: 7	Girls: 5	Total: 12
Annual fees (day pupils)	£4,920		
Address of school	Parsons Road Heaton Bradford West Yorkshire BD9 4AY		
Telephone number	01274 543162		
Fax number	01274 493011		
Email address	Headteacher@NetherleighandRossefieldSchool.co.uk		
Headteacher	Mrs Mary Midgley		
Proprietor	Mrs Mary Midgley and Mr Graham Midgley		
Reporting inspector	Christine Inkster HMI		
Dates of inspection	12–13 May 2010		