

# Dean Field Community Primary School

Cousin Lane, Ovenden, Halifax, West Yorkshire HX2 8DQ

## Inspection dates

18–19 January 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Over the past two years, pupils have underachieved across key stages 1 and 2 because of poor teaching. Progress in reading, writing and mathematics remains very variable.
- Teaching is inadequate over time and the quality is currently uneven. Expectations are not high enough, planned work does not motivate pupils well and work set does not match pupils' needs and abilities. Consequently, pupils' work varies considerably.
- Disadvantaged pupils and those who have special educational needs and/or disabilities underachieve. Additional government funding has not been used well to support their learning.
- Pupils do not persist with their work, they are too dependent on the support of adults and occasionally learning is interrupted. Also, pupils leave the dining area untidy.
- The work of teaching assistants is very variable and is not managed effectively by teachers.
- In the early years, progress information is not used skilfully to challenge children to make good progress. Resources are not readily available to children to stimulate their learning.
- Over time, the curriculum has failed to meet the needs of pupils and prepare them well for their next stage of education. Pupils' cultural experiences are underdeveloped.
- Leaders have not been thorough in checking the quality of teaching and the progress of pupils over time to prevent their decline. Writing and mathematics skills are not developed appropriately across a wide range of subjects.
- Senior leaders have not ensured that all staff understand fully all aspects of their safeguarding duties. They have not ensured the school website meets requirements.

### The school has the following strengths

- Parents are positive about the work of the school. Pupils say they feel safe in school and enjoy being at school.
- Teachers are clear about the school's priorities and support the work of leaders. Recently, pupils' work shows signs of improving.
- New leaders have a clear understanding of the challenges facing the school. Plans are in place to strengthen teaching and learning. There is effective capacity for improvement.
- Governors are challenging leaders well to strengthen the school's effectiveness.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Quickly improve teaching so that it is at least good to rapidly improve outcomes for all groups of pupils by ensuring that:
  - staff have high expectations of what pupils, including the most able, can achieve
  - planned work captures pupils' interests to strengthen their attitudes to learning and help them develop greater confidence and independence in learning
  - assessment is accurate and used skilfully to set challenging work that matches pupils' needs and abilities, including the most able
  - increased opportunities are available for pupils to apply their mathematical skills and write at length across a wide range of subjects
  - teaching assistants are highly skilled, especially in the teaching of phonics
  - pupils' understanding of what they are reading is checked effectively to strengthen their vocabulary and comprehension
  - behaviour is managed consistently well in all lessons.
- Improve the provision in the early years by making sure that:
  - progress information is used well by adults to plan the next steps in learning
  - learning journals record children's achievement fully to inform future learning so children make good progress and are challenged more effectively
  - indoor and outdoor resources are further developed to strengthen children's progress in reading, writing and mathematics.
- Improve the impact of leaders and managers at all levels by making sure that:
  - adults are highly skilled to ensure disadvantaged pupils and those who have special educational needs and/or disabilities make good progress
  - the work of teaching assistants is checked thoroughly and managed well
  - pupil premium funding is used well to raise standards for disadvantaged pupils
  - pupils' experiences of other cultures are strengthened
  - middle leaders access high-quality professional development so that their skills in checking the curriculum, the quality of teaching and pupils' work improve quickly
  - information provided by the school on its website meets requirements
  - staff knowledge of safeguarding procedures is checked more effectively.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Over time, considerable turbulence in leadership at all levels throughout the school has led to weak outcomes for pupils and poor teaching not being tackled well enough.
- Again, over time, the curriculum has failed pupils, with too little time given to the teaching of reading and mathematics. Writing has been taught badly, as have a wide range of subjects.
- Governors have given good support to the new headteacher in establishing an effective leadership team. The new team is beginning to strengthen teaching and there are clear signs that pupils' outcomes are improving. Presentation in mathematics has improved to support pupils' accuracy, regular reading is beginning to help pupils enjoy reading and writing skills are being focused on well, especially in key stage 1. The local authority is now supporting the school much better and brokering specialist support to accelerate the school's progress.
- New leaders are offering greater direction and support to teachers. Subject leaders and senior leaders are checking teachers' planning and pupils' work to make sure enough time is being given to teach subjects effectively and that, as a result, pupils' work is improving. They realise that there is still a long way to go to make sure teaching and pupils' outcomes are good. Pupils are very clear that the school has improved since the arrival of the headteacher, especially this academic year.
- The large majority of parents are confident in the school's work. However, leaders have not made all the required information for parents available on the school's website.
- Plans for improvement focus well on strengthening teaching and pupils' outcomes. New leaders have secured the support of staff and introduced new systems for teaching reading, writing and mathematics. Subject leaders know they need to hone their skills to make sure they are analysing pupils' work and the quality of teaching expertly.
- Additional government funding for disadvantaged pupils and those pupils who have special educational need and/or disabilities has not been used effectively to strengthen pupils' progress. The impact of the pupil premium funding on academic achievement and the provision of support for these pupils has not been measured effectively over time. A significant proportion of the pupil premium funding has been used effectively to improve behaviour and attendance. Recently, an impressive plan has been developed by new leaders and governors but there has been too little time to assess the impact of actions being taken.
- Recent changes to the curriculum have ensured that it is broad and balanced, giving sufficient time to each subject. However, opportunities to develop literacy and numeracy skills are underdeveloped across a wide range of subjects. Educational visits are in place to stimulate pupils' interest in topics. Visits to the coast and to Skipton castle are used to spark pupils' interest in geography and history. There are good opportunities to take part in after-school clubs, booster classes and sport.
- The physical education and sports funding is used effectively. The school has been particularly successful in football competitions. Pupils said they enjoy sport, including gymnastics and taekwondo. Pupils are very active at break and lunchtime and this contributes well to their health and enjoyment of sport.

- Pupils' spiritual, moral and social development is promoted effectively. For example, high-quality singing by the school choir is listened to very well in assembly and pupils show their appreciation appropriately. Pupils' first-hand experience of other cultures and religions is not extensive enough to make sure they understand fully the context of life in modern Britain.
- Over time, the local authority has been too slow in providing effective support to prevent weak outcomes for pupils and poor teaching in the school. Since the very poor pupil outcomes in 2016, the local authority has acted appropriately to support the school. The support is helping the school to strengthen teaching and leadership; therefore improvement is taking place. Support from local schools is being brokered by the local authority to accelerate school improvement.

### **Governance of the school**

- Not for want of trying, governors have not been able to ensure the school's work is effective. Over time, they have not been accurately informed of the school's work as assessment information has not been sufficiently accurate and other information received has not always been thorough enough.
- There is strong challenge from governors and a determination to find out how the school is performing. The many changes to leadership have hampered their work. Governors felt, on reflection, that they could have done more to challenge the interim headteacher over a short period of time.
- Governors have supported the new headteacher well in establishing new leadership. They have a good understanding of pupils' performance in comparison to national measures. Governors have worked with new leaders to clarify plans for the pupil premium funding so that they will be able to measure its impact more precisely.
- Governors check the school's finances appropriately and are clear about the link between teachers' performance and pay. They are clear about the school's priorities and are determined to make a significant contribution to the school's improvement.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Children are safe and protected from harm. The school works effectively with external agencies and parents to protect the most vulnerable pupils. The single central register records all the necessary detail to ensure that staff have been checked appropriately to work with children. Governors check safeguarding across the school, meeting regularly with the safeguarding leader and receiving appropriate reports.
- Safeguarding training is provided for staff and they understand the signs they would look for in order to keep children safe and identify any issues relating to safeguarding.
- Staff are vigilant and clear that they would report incidents to the safeguarding leader or the headteacher. However, not all staff are clear about the recommended procedures for reporting allegations made against the headteacher. Leaders have not checked that all staff understand these reporting procedures fully.

## Quality of teaching, learning and assessment

## Inadequate

- Weak teaching over time has led to pupils in key stages 1 and 2 underachieving. Little progress has been made by pupils over the past two years, especially disadvantaged pupils and those who have special educational needs and/or disabilities.
- Inspectors found that, while the quality of teaching is improving, it is not raising pupils' achievements fast enough and standards are still too low. There are pockets of rapid improvement but this is not the case across the school and teaching is still too variable.
- Overall, expectations are not high enough to ensure good progress. Pupils are not given enough guidance by teachers to know what is required to produce work of a good standard. The quality of work accepted by teachers is often not good enough to make sure good progress is being made.
- Assessment of pupils' work is not sufficiently accurate for teachers to gauge how well pupils are doing. Consequently, planned work does not challenge pupils well enough. It is too easy for the most able pupils, not pitched well enough for middle-ability pupils and too difficult for the least able. This slows pupils' progress. Tasks can be mundane and this slows the pace of learning. Occasionally, uninteresting tasks lead to poor behaviour which is not always managed well.
- The writing and mathematics seen by inspectors in current pupils' work varies in quality and accuracy. There are too few opportunities to write at length in a wide range of subjects and this is slowing pupils' progress. Pupils have little opportunity to apply mathematical skills across subjects and this limits their understanding of how mathematics can be used to solve problems in a range of contexts.
- There are good reading opportunities for pupils, with teachers being skilled in the teaching of phonics. However, teaching assistants have had insufficient training and support to deliver phonic knowledge effectively.
- Leaders are supporting teachers to use newly introduced approaches to the teaching of writing and mathematics. When taught skilfully, pupils make rapid progress in writing, for example in Year 1 and Year 6. Across the school, staff have yet to strengthen their skills in the teaching of writing and mathematics.
- Inspectors observed good relationships between pupils and adults.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils have not developed consistently good attitudes to learning. They do not always persist well with their work and are too reliant on the support of adults.
- Presentation of work is improving, although it is still not good overall with variation in the quality of presentation across and within classes.
- At lunchtime and breaktime, pupils are considerate to others and usually play well together. However, pupils do not take enough care to leave the dining area clean after eating.

- Many pupils are often pleasant, polite and courteous, exhibiting good manners and respect. Now and again, a small number of pupils do not treat adults with respect. Pupils are tolerant and understanding of the diversity within Britain.
- There are good opportunities for pupils to accept posts of responsibility. For example, they are proud to be members of the school council and know they have good opportunities to contribute to the life of the school. Year 6 pupils enjoy supporting the work of children in the early years.
- Pupils have a very good understanding of how to stay safe when using the internet. They are clear that mobile phones are not to be used in school and that teachers and other adults have to follow very strict procedures and seek permission should pupils' photographs be taken and used for school events. Visits from the fire department and police services help pupils understand how to keep safe.
- Pupils are well cared for. Pupils know their 'helping hands': five people they can go to should they have a worry or a problem. They are clear that should they post a note into the 'worry box' staff deal with it quickly. They enjoy breakfast club and socialise well together.
- Pupils say they are safe in school and parents indicated that they believe their children are safe and well cared for.

## **Behaviour**

- The behaviour of pupils requires improvement.
- There are times when pupils are not interested in their work, lack concentration and do not make a good contribution to their learning. Some pupils interrupt learning and this slows the pace of learning for others. Pupils said they enjoyed the celebration assembly on Friday that recognises their achievements and behaviour.
- New behaviour systems that are understood well by pupils have eradicated fixed-term exclusions and permanent exclusions from school. However, there are pupils who are not addressing their behaviours appropriately and are removed from lessons too often. There are times when staff are not using praise skilfully to celebrate and strengthen the behaviour of all pupils.
- Inspectors found that most pupils usually behave well throughout the day. Pupils say that they believe bullying occurs infrequently, and should it happen they are confident that it is dealt with appropriately. A significant minority of parents responding to the online questionnaire felt the school did not deal with bullying effectively, although a school questionnaire with a much larger parental response produced a more positive outcome.
- Pupils say they enjoy school. Attendance is average and pupils are punctual to school. The proportion of pupils regularly absent from school is reducing quickly as the home-school liaison officer is very vigilant. The school's minibus is used to transport a small number of pupils to and from school to strengthen attendance and safety.
- At the end of break and lunchtime pupils respond quickly to staff's instructions to get ready to go back to lessons.
- Pupils told inspectors that behaviour has improved over time and is getting better.

## Outcomes for pupils

## Inadequate

- Weak teaching over time has not prepared pupils effectively for their next stage in education.
- Published information shows weak attainment in key stage 1 since the previous inspection and two years of particularly weak progress in key stage 2. In 2016, for those pupils leaving school at the end of Year 6, only one in ten pupils attained the expected standard in reading, writing and mathematics combined.
- Additional funding has not been used effectively to improve progress and attainment for disadvantaged pupils. They have made exceptionally slow progress over time and this is not improving swiftly. Differences in attainment between disadvantaged pupils and other pupils nationally are wide in reading, writing and mathematics and are not diminishing quickly.
- Pupils who have special educational needs and/or disabilities make slow progress as teaching does not meet their needs. Teachers and teaching assistants are not sufficiently skilled in meeting the needs of these pupils. Other pupils also make slow progress because of poor teaching over time.
- The few most able pupils reach appropriate standards in reading and mathematics but much lower standards than similar pupils in writing. Inspectors found that these pupils, including the very few most able disadvantaged pupils, are not challenged well enough across the school.
- Teachers have effective skills in the teaching of phonics to support the development of early reading. Teaching assistants have variable skills and their work is not checked to make sure it is accurate and supporting good reading. The most recent phonics check at the end of Year 1 showed weak standards for disadvantaged pupils.
- Over time, reading has not been promoted well enough and this has led to weak progress. New leaders have made sure that there are regular opportunities for pupils to read to adults and to take part in whole-class reading sessions. Pupils told inspectors they are reading a lot every day and that they enjoy reading. Although their comprehension skills are checked, this is not done skilfully to make sure pupils widen their vocabulary and understand fully what they are reading.
- Inspectors found that recent changes to leadership are helping to improve pupils' progress by strengthening teaching. Inspectors confirmed improving progress across the school by analysing current pupils' work.

## Early years provision

## Requires improvement

- Children enter the provision with skills that are below those found typically for their age. Particular shortcomings are evident in personal, social and emotional development as well as speech and language skills, reading, writing and mathematical skills.
- The proportion of children attaining a good level of development is below average. Over time, not enough children have left Reception attaining good skills in reading, writing and mathematics. This has resulted in children not always being prepared well for key stage 1.
- Changes to leadership and staffing are having a positive impact on the quality of provision. The early years leader has introduced a more thorough and accurate system

to establish children's skills on entry to the provision and knows there is still work to be done to ensure that children's progress is good.

- Further work is required to check accurately the progress children are making. Assessment information is not used skilfully to plan children's next steps in learning and this is slowing their progress. Currently, the content of learning journals does not indicate good progress for children across the provision.
- Although disadvantaged children are making similar progress to others in the provision, they are not making sufficient progress from their starting points.
- The early years leader has a good and accurate understanding of the issues that need to be tackled across the provision. There is awareness that timely and accurate assessment following observations of children's work needs to be sharpened up, particularly in Reception.
- While the Nursery environment is stimulating and encourages children to learn through taking part in well-designed activities, this is in contrast to the Reception class where resources are not as readily available for children. Overall, there is not enough stimulus indoors and outdoors in the provision for creative play to result in good learning.
- Parents say they are pleased with the early years provision. They are confident in attending the 'stay and play' sessions and say they can approach staff at any time if they have concerns about their children.
- Children enjoy playing together and develop their personal and social skills well. Their behaviour is good and they settle quickly at the start of the day and enjoy their learning. As in the main school, phonics teaching is not always promoting better reading skills. Additional challenge for children would support more effective progress throughout the provision.
- A number of children have already been identified as having special educational needs and/or disabilities. Parents spoke highly of the support given to their children from staff and the early years leader.
- Children are happy and feel safe in the provision. Safeguarding procedures are secure and all staff are trained appropriately in child protection and first aid procedures.

## School details

Unique reference number	107481
Local authority	Calderdale
Inspection number	10003082

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Judith Priestley
Headteacher	Leigh Brown
Telephone number	01422 258258
Website	<a href="http://www.deanfield.calderdale.sch.uk/">www.deanfield.calderdale.sch.uk/</a>
Email address	<a href="mailto:admin@deanfield.calderdale.sch.uk">admin@deanfield.calderdale.sch.uk</a>
Date of previous inspection	26 June 2012

## Information about this school

- The school does not meet requirements on the publication of information about the curriculum, the impact of the pupil premium funding and the sports funding on its website.
- The school is smaller than the average primary school.
- The proportion of pupils supported through the pupil premium is two and a half times higher than the national average.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils who have support for special educational needs and/or disabilities is average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.

- In the early years, children access part-time education in the Nursery and in Reception children receive full-time education.
- The school organises a breakfast club for its pupils.
- In 2015, the school did not meet the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been significant changes to staffing and leadership since the previous inspection. The new headteacher was appointed from 1 September 2015 and the deputy headteacher was appointed from April 2016. New literacy and mathematics leaders were appointed from September 2016.

## Information about this inspection

- The school received a section 8 short inspection on 18 January 2017. The findings of that inspection informed the decision to convert to a section 5 inspection.
- Inspectors observed a range of teaching and learning in parts of lessons.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held a meeting with the chair of the governing body and five other governors. The lead inspector also met a representative of the local authority.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with parents at the start and end of the school day.
- Inspectors analysed a parent questionnaire compiled by the school. They analysed 15 responses to the online questionnaire for parents (Parent View).
- There were 13 staff questionnaires completed and considered by inspectors along with 18 responses to the pupil questionnaire.

## Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector
Cathy Morgan	Ofsted Inspector

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