



# Dean Field Community Primary School

Inspection Report

**Unique Reference Number** 107481  
**LEA** Calderdale  
**Inspection number** 277759  
**Inspection dates** 9 November 2005 to 10 November 2005  
**Reporting inspector** Mr Frank Ravey CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Cousin Lane
<b>School category</b>	Community		Ovenden
<b>Age range of pupils</b>	3 to 11		Halifax, West Yorkshire HX2 8DQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01422 258258
<b>Number on roll</b>	221	<b>Fax number</b>	01422 258258
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Councillor Waller
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Dr Maureen Watkinson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 9 November 2005 - 10 November 2005	<b>Inspection number</b> 277759
-----------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school serves an area of high social and economic deprivation. The number of pupils with learning difficulties and/or disabilities is above average. Just over half its pupils are eligible for free school meals. The school population is predominantly white British but recently there has been an increase in pupils from minority ethnic groups and from the families of asylum seekers. The number on roll has fallen in recent years because of housing demolition. The school has undergone significant changes since its previous inspection. These include a new building and the acquisition of Training School Status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards in English, mathematics and science at the end of Key Stage 2 and the progress made by pupils across Key Stage 2.

The school judges its overall effectiveness to be satisfactory. However, because of the weaknesses in standards and progress, inspectors judge effectiveness to be inadequate. Because standards and pupils' progress have improved insufficiently since the last inspection, leadership and management is inadequate overall, although they achieve success in many other aspects of the school's work. For example, the school's links with a number of other partners to promote pupils' well-being are strong; and the positive way it welcomes pupils no matter what their learning difficulties and/or disabilities are. Also, there are strengths in the quality of provision in the Foundation Stage, where children progress well. All pupils are safe, happy and keen to learn. They behave well and are polite and helpful. Relationships throughout the school are good because staff show great care and consideration for pupils. Although attendance is poor, the school is making great efforts to improve it, and achieving success. The school is only now taking steps that are beginning to have an impact upon raising standards. Teaching and learning are improving but have not yet had sufficient effect upon the weaknesses in standards and progress. Signs are there that the school has the capacity to improve. However, the school's significant weaknesses mean that it provides inadequate value for money.

### What the school should do to improve further

Raise standards and achievement in English, mathematics and science, especially in Key Stage 2 by ensuring teachers:

- make the best use of assessment information to help target setting
- ensure pupils' work is pitched at the right levels for all abilities
- check pupils' progress at regular intervals and step in quickly where more needs to be done .

## Achievement and standards

### Grade: 4

Achievement and standards are inadequate because standards at the end of Key Stage 2 are too low and have been since the previous inspection. This is why the inspection judgement disagrees with the school's view that standards and achievement are satisfactory. Progress in Key Stage 2 is inadequate. Pupils start the nursery with standards that are exceptionally low. They leave Year 6 with standards still exceptionally low, even when compared with schools in broadly similar social settings. This means

that pupils have not made the progress required in order to raise their standards. Progress across Key Stage 2 is significantly below expectations because teaching has not been strong enough, although there are signs now that this situation is improving due to the recent implementation of the school's priority to improve the quality of teaching and learning at Key Stage 2. Only pupils with learning difficulties and/or disabilities make satisfactory progress in this key stage. The low standards mean that many pupils have not developed the basic skills of literacy and numeracy as well as they should by the time they leave the school.

At Key Stage 1, standards have risen recently and, although still significantly below national averages, they now compare favourably overall with those of similar schools. This improvement is due to the school making the most of its status as a Training School and ensuring that pupils have the opportunity to work in smaller learning groups and to receive greater adult attention. As a result, pupils in Key Stage 1 are making satisfactory progress. In the Foundation Stage, children make good progress because of a stimulating curriculum and good teaching, although many pupils are still some way below the standards expected nationally when they start Year 1.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree with the school's judgement that personal development and well-being are good. Provision for pupils' spiritual, moral, social and cultural development is good, with particular strengths in the moral code that guides behaviour and in the development of pupils' personal and social skills. This leads to pupils being aware of the needs of others and contributing to the larger community. Pupils have good attitudes to work. They are keen to learn and most behave well. Behaviour in the dining room is particularly good, with pupils chatting amicably, learning to take turns and showing appreciation in prayer for the food they are about to eat. Healthy choices are always 'on the menu', thus helping pupils to adopt healthy lifestyles, which the school's strong commitment to physical education also promotes. Good attention to social development helps pupils to work together in groups and prepares them well for later life. Attendance is well below the national average and remains inadequate. However, the school works hard to try to improve it and has had success recently, raising the attendance rate by a full percentage point.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall but especially at Key Stage 2, it has not been strong enough to enable pupils to make the progress required to raise standards despite a satisfactory curriculum and an outstanding new building that is well resourced. However, there are now clear signs of improvement. The school has recognised weaknesses in

the teaching at Key Stage 2 and senior managers have recently begun to intervene successfully to support staff in making improvements.

Attention to teaching basic skills is good, especially in the Foundation Stage and at Key Stage 1. Good teaching is evident at Key Stage 2 when pupils are provided with challenging tasks that help them to learn well and develop their skills and understanding. However, some lessons in Key Stage 2 are still not brisk and challenging enough. This restricts progress. Throughout the school, teachers and support staff are successful in managing pupils' behaviour so that a good climate for learning is established. Pupils with learning difficulties and/or disabilities receive effective support and hence make satisfactory progress.

Thorough assessment in the Foundation Stage is used well to help children move forward in their learning. New and rigorous assessment procedures are now in place in Years 1 to 6 but are not yet used consistently or well enough to help pupils make better progress. Marking of pupils' work is satisfactory, although chances are not always taken to tell pupils what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides satisfactorily for the learning needs of all groups of pupils. It meets statutory requirements. The previous inspection found inadequacies in the programme for information and communication technology but these have been improved satisfactorily. The curriculum is enriched by members of the community making presentations in school and by educational visits. A good range of extra-curricular activities is available. The school's provision makes an effective contribution to the health and well-being of pupils, for instance, in personal, social, health and citizenship education. Opportunities are provided to encourage good work habits and the school undertakes many activities under the 'Healthy Schools Award'. Much attention is given to developing pupils' self-confidence and this is reflected in their good personal development. The Foundation Stage curriculum is good. Children are provided with a wide range of stimulating experiences and learning chances and this makes a significant contribution to their good progress.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, advice and support for pupils within a very strong family ethos. Learners feel valued and well cared for. A typical pupil comment was, 'adults listen to you, laugh with you and help you enjoy school'.

Staff are highly committed to promoting the health and safety of pupils and this provides a good foundation for learning. Good arrangements for child protection are reviewed regularly. Health and safety risk assessments are carried out thoroughly. The school has just started a new approach where different staff coordinate extra support for particular pupils. There are positive signs that this strategy is supporting the schools' efforts to raise standards and improve progress. The school realises that it is important

to ensure that all pupils in danger of underperforming are brought into this new programme. Staff are working positively towards this. At present, however, assessment of pupils' academic performance is not being used consistently well enough to ensure they are given work at the right levels, which will lead to them making good progress.

## **Leadership and management**

### **Grade: 4**

Despite many areas of strength, leadership and management are inadequate because of persistently low standards at the end of Key Stage 2 and the significantly below average progress pupils make in that key stage. Whilst the governing body has pupils' progress and well-being at heart, their impact has been insufficient to help the school to improve. Inspection findings reflect those of a very thorough review of school performance undertaken by the local authority in September this year. The school has already begun to respond effectively to the review, making changes to ways of working and seeking additional support to help raise standards in mathematics, an area of particularly low attainment. Unfortunately, the inspection came too close after the review for more than the early signs of improvement to be visible.

Since the previous inspection, the school's leadership and management have not been successful in taking the steps needed to raise standards significantly by ensuring that pupils make good progress through Key Stage 2. The school's self-evaluation presents an accurate view of many aspects of its work but differs significantly from inspection findings in the key area of achievement and standards and hence in the overall effectiveness of the school. In other aspects of self-evaluation, the school seeks the views of parents and pupils and acts upon them where possible. It is also very open to the views of other partners, welcoming positively critical assessment of its work.

School leadership has achieved considerable success in improving behaviour at the school and in welcoming into the school family, pupils of all abilities and learning difficulties and/or disabilities. It provides a secure and happy environment for some children who otherwise might not experience one. It is seen by those who know it well as being very much at the heart of its community. Recent work undertaken to make improvements in teaching is beginning to have a positive impact upon pupils' learning at Key Stage 2. It shows that the school's senior managers have correctly identified the key area for improvement and it is a firm indicator that the school has the capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome when we visited your school recently. You were very kind and helpful, even making sure we did things the right way when we joined you in the school hall for lunch!

We liked many things about your school. The most important are:

- the good care all adults in school take of you and how very clearly they have your best interests at heart
- your good behaviour and the fact you are keen to learn
- the way you show respect for others
- the especially good learning that is taking place in the in the Foundation Stage Unit
- your lovely school building.

To improve your school further we think it is very important that your headteacher and teachers should:

- help those of you in Years 3 to 6 to learn much better in English, mathematics and science so that you become really skilful and have a good understanding of these subjects.

We believe this will help you enjoy school even more and help you a lot as you grow to be adults.

We are confident that your teachers will do this successfully.