

Dean Field Community Primary School

Inspection report

Unique Reference Number	107481
Local Authority	Calderdale
Inspection number	336891
Inspection dates	15–16 September 2009
Reporting inspector	Bernard Campbell HMI

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	198
Appropriate authority	The governing body
Chair	Mrs Ann Collins
Headteacher	Mr Andrew Midgley
Date of previous school inspection	9 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including the school improvement plan, the tracking of pupils' progress, the school's monitoring records and safeguarding documentation. They also took account of questionnaires from 72 parents or carers, 30 staff and 86 pupils.

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

- the effectiveness of the new leadership and management in bringing about improvement
- the quality and consistency of teaching and assessment across the school
- the effectiveness of the curriculum and care, guidance and support in meeting the wide range of pupils' needs
- the attainment of pupils and their progress in all year groups.

Information about the school

Dean Field Community Primary School has a high proportion of pupils eligible for free school meals. A high proportion has special educational needs and/or disabilities, although an average proportion has a statement of special educational needs. The school is smaller than average with fewer than average minority ethnic pupils. The number of pupils joining or leaving the school during the school year is above average. The headteacher was appointed in 2008 and is supported by a part-time executive headteacher. The school has the Healthy Schools and Activemark awards. There is a children's centre on-site which is run by a separate provider and did not form part of this inspection.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory and improving school, with good features. The strong leadership and effective collaboration between the headteacher and executive headteacher have brought about significant improvements over the last two years, supported by an effective governing body.

The quality of pupils' behaviour has improved dramatically and the high level of exclusions has been eradicated. Comments on the parent questionnaires acknowledge the great improvement of behaviour in the school, 'Dean Field's zero tolerance to bad behaviour is excellent', and 'The children seem to be much better behaved' are typical. The leadership team have created a positive and secure environment which has enabled pupils to learn, and teachers to teach. As a result, in 2009, attainment improved significantly at the end of both Key Stage 1 and Key Stage 2.

Achievement is satisfactory. As a result of significantly improved English results in 2009, attainment at the end of Key Stage 2 is broadly average. However, in all subjects, significantly fewer pupils than average gain the higher Level 5. In the Early Years Foundation Stage, children generally make good progress from a well below average starting point. At Key Stage 1 and Key Stage 2, pupils make satisfactory progress overall. However, the progress made by pupils is inconsistent between year groups and subjects, mainly due to past weaknesses in teaching.

The leadership and management have effectively tackled many of the weaknesses in teaching with the result that the quality of teaching and use of assessment is now satisfactory. This has begun to improve pupils' progress in some classes. However, some of the changes in staffing are very recent. Good teaching in the school motivates and stimulates pupils of all abilities and enables them to make good progress. However, on some occasions when teaching is only satisfactory there is insufficient challenge for the more able. On other occasions, pupils, particularly those with special educational needs and/or disabilities, do not have sufficient opportunity to engage actively in practical learning tasks.

Pupils enjoy their learning and develop well as individuals. They feel safe, behave well and develop a good appreciation of healthy lifestyles. The older pupils recognise the improvements in the school and feel they have good opportunities to make their voice heard about what further improvements should be made. As a result of effective support, pupils' attendance is higher than at the last inspection and is broadly average. The curriculum has been well designed to provide opportunities to link topic work with basic skills. The good range of out of school clubs and activities enhances pupils' learning and enjoyment. The good care, guidance and support provides prompt and

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effective intervention for children and families facing difficulties.

The school has effective child protection procedures and training in place. Risk assessment procedures are also in place. The school has taken steps to tackle the safety issues caused by parking congestion on the school drive before and after school, but a solution has not yet been found, and the risks remain.

The leadership team has taken decisive and effective action to make significant improvements. Senior leaders and governors share clear ambitions and have a strong understanding of the school's strengths and weaknesses and of what they need to do next. The school has a good capacity for sustained improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and improve progress so that:
 - end of key stage results consistently achieve the national average at all key stages
 - each class meets annual school progress targets
 - the progress made in reading, writing and mathematics is equally good.
- Improve the quality of teaching and the use of assessment from satisfactory to good by ensuring that teaching provides:
 - challenging activities that stretch the more able pupils so they gain higher levels
 - practical and active tasks to help all children, especially those with learning difficulties and/or disabilities, to enjoy work more and learn faster.
- Further improve site security, including the safe parking of cars.

Outcomes for individuals and groups of pupils

3

In lessons, pupils generally concentrate well and are keen to learn. They respond well to the tasks set by teachers and in the best lessons are keen to ask questions and offer their ideas. They enjoy their lessons, especially when they are actively involved in a sequence of tasks that match their particular needs.

The significant improvement in English in the end of Key Stage 2 tests in 2009 raised the previously low attainment in English to a broadly average level. In 2009, the results in mathematics and science also improved, sustaining the broadly average results of 2008. In 2009, pupils also achieved significantly improved results at the end of Key Stage 1.

Children make good progress in the Early Years Foundation Stage. However, the progress made at Key Stage 1 and 2 is inconsistent between year groups and subjects. This has been mainly due to some weaknesses in teaching. Effective action has been

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taken to ensure teaching is better from the beginning of the autumn term 2009, and most pupils were observed by inspectors to be making at least satisfactory progress in lessons and good progress in some. In 2009, the improved results show that pupils in Year 2 and Year 6 accelerated their progress to catch up on previous underachievement. School evidence indicates that these improved rates of progress are not established in all year groups and subjects. Pupils with special educational needs and/or disabilities make satisfactory progress. They generally receive appropriate support from teachers and teaching assistants which enables them to understand and learn the skills being taught.

Pupils say they feel safe. They understand safe practices, such as hygiene and crossing the road. Pupils are welcoming and positive, respond well to staff and behave considerately towards each other. Pupils are confident that they can turn to adults in school to help them with any problems. Pupil's behaviour is good in lessons and around the school. Behaviour occasionally slips in lessons when activities do not fully engage them or match their abilities. Pupils understand the need for a healthy lifestyle and enjoy participating in the good range of physical activities the school offers. There is a good take up of school lunches and pupils are learning to appreciate the healthy options. Pupils have good opportunities to take on responsibility, for example, as lunchtime buddies and many participate in after-school activities. They feel that they have a genuine voice in the school through their discussion in class councils about how to make the school better and what they like about lessons. Pupils are using and developing their basic skills satisfactorily. They are developing their teamwork skills, recognise their importance, and are rewarded for success in this area. Attendance rose significantly in 2008 to a broadly average level and better than similar schools. Attendance fell a little in 2009 but remains broadly average. Pupils make good progress in developing their social skills and moral understanding which enables them to work and cooperate well within the school community. Their understanding and appreciation of other cultures is increasing satisfactorily through well planned opportunities to meet with children and adults from other ethnic, religious and cultural backgrounds.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

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

How effective is the provision?

The quality of teaching is satisfactory. Teachers use lesson objectives well, are secure in their subject knowledge and use an appropriate range of questions to promote thinking. In the best lessons, the enthusiastic leadership by the teacher engages pupils in dialogue and motivates them to concentrate well and work hard. The pace of the lesson is good and there is a good use of humour and reflection. The work appropriately challenges pupils who find learning more difficult as well as those that are more able. In these lessons, good quality teaching assistants work purposefully and actively to support learning. In weaker lessons, pupils with special educational needs and/or disabilities sometimes lack sufficient practical activity to support their learning, and teaching assistants occasionally do not provide adequate support to secure understanding. On occasion, higher ability pupils do not have challenging enough tasks. In a minority of lessons, the teacher talks for too long, pupils' attention wanders and behaviour deteriorates. The school has improved the quality and regularity of assessment information about individual pupils. This is being used well to group pupils in lessons. Staff and pupils commented positively on the benefits of learning in mixed age groups who are at the same level of ability in guided reading and numeracy. Teaching and support staff are in the process of developing their practice in using assessment information to consistently plan teaching activities that meet the full range of needs. The curriculum is well organised with clear links within topics to practice and develop basic skills in literacy, numeracy and information and communication technology. The use of staff from outside the school to teach sports and French gives pupils access to a wider range of expertise which they find stimulating. Partnerships with local primary and secondary schools have extended the opportunities for pupils to take part in activities within and beyond the school day which enhance their learning and increase their aspirations. The good range of out of school clubs and extended evening activities are popular with pupils, including some from other schools, and are well supported by parents.

Arrangements for the care, guidance and support of all pupils are well organised and effective and make a good contribution to their development. The systems for managing

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behaviour are effective and staff, pupils and parents are pleased about the great improvements in behaviour over the last two years. The school works diligently to increase pupils' attendance and this remains a priority. The school intervenes effectively to provide additional support for children and families when needed. Clearly targeted support has positive outcomes for more vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

Leadership and management and governance are good. The governing body has made a highly effective contribution to the improvement in the school. Since the last inspection the leadership of the governing body has radically improved the systems and structures for governance and now has a good range of expertise and parent representation. By working effectively in partnership with the local authority and a local school, it has successfully strengthened the leadership capacity in the school. Strong support and direction by governors has enabled the school to carry out a significant re-structuring of staff. Governors are robust in holding the school to account. They have a strong awareness of their safeguarding responsibilities, however, aspects of site safety remain an issue.

The leadership team have acted decisively to tackle weaker aspects of teaching with the result that the quality of teaching is now at least satisfactory. Although morale suffered during the recent restructure, evidence from the staff questionnaire and discussions showed that staff have a high level of confidence in the leadership and are enthusiastic about building on the improvements that have been made. Whole- school plans are communicated well to foster a spirit of common endeavour and they are monitored systematically. Target setting is ambitious and challenging and demonstrates the higher expectations of staff and pupils. Senior leaders have a robust system for monitoring the performance of teachers and support staff. They regularly, rigorously and accurately analyse and report on the progress of all individual pupils. However, senior leaders do not collate whole-school data with sufficient frequency to highlight overall strengths and weaknesses in progress and the impact of interventions. The school is inclusive and demonstrates its effectiveness in tackling equal opportunities through the good provision for vulnerable children and its increasingly rigorous focus on meeting the needs of all individuals, especially those with special educational needs and/or disabilities.

There has been a significant increase in the participation by parents in the life of the

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school in, for example, parents' evenings and open days to observe lessons. As a result of the school's improvement there has been a significant increase in the popularity of the school resulting in a sharp increase in admissions. Partnerships with local primary and secondary schools provide access to an enhanced range of activities for pupils and increased opportunities for professional development of staff. Good links with a range of welfare agencies ensure that vulnerable pupils and their families are well supported to maintain their progress in learning. The school is outward looking has made a strong contribution to promoting cohesion in the local community by engaging parents in the life and work of the school and the governing body. Sports events with schools from different local communities have enabled pupils and their parents to meet. The school demonstrates a clear commitment to its role in the wider community and has plans in place to extend the pupils' engagement with other children and adults from diverse backgrounds.

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
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
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	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and abilities that are well below national expectations. They settle quickly and grow in confidence and self-esteem. They learn how to take turns and cooperate right from the start of their education because staff set clear boundaries for behaviour and have high expectations. Children learn and play together well and are motivated and interested by the activities they choose. Children's behaviour, given their age and experience, is a credit to themselves, parents and staff. They make good progress in a caring environment and they relate well to their key staff. Children learn about the importance of healthy eating

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and exercise. By the end of Reception they are close to the national expectation in most areas of learning though still behind in writing.

Adults know the children individually and respond effectively to their learning and development and welfare needs. Staff have high expectations, provide purposeful activities and promote good social skills. Extensive planning enables good opportunities for both adult led and child initiated learning. Adults interact well with children, give them appropriate praise, ask good quality questions and make learning engaging. The environment is calm, nurturing and welcoming. The outside environment provides good opportunities to develop their physical skills and encourages exploration and cooperation. Relationships with parents are good. Parents appreciate how welcoming and approachable the staff are how they well respond to their children's needs. The Early Years Foundation Stage staff work effectively together as a team. The setting has a good understanding of its strengths and weaknesses.

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 overwhelming majority of parents and carers who responded to the questionnaire are very positive about all aspects of the school. A small number of parents gave additional comments. They praised the improvements brought about by the current headteacher, especially in behaviour. Some parents said they were pleased with their child's progress but a few raised concerns about their child's progress in literacy and numeracy. A concern was raised about the safety problems caused by parking congestion on the school drive before and after school. Inspectors agree with the points raised in the parents' comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dean Field Community 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	67	46	33	0	0	0	0
The school keeps my child safe	103	73	36	26	2	1	0	0
The school informs me about my child's progress	77	55	62	44	2	1	0	0
My child is making enough progress at this school	71	51	65	46	3	2	0	0
The teaching is good at this school	89	63	52	37	0	0	0	0
The school helps me to support my child's learning	87	63	45	32	4	3	1	1
The school helps my child to have a healthy lifestyle	77	55	62	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)	72	52	65	47	0	0	0	0
The school meets my child's particular needs	73	53	60	43	2	1	2	1
The school deals effectively with unacceptable behaviour	75	54	61	44	2	1	0	0
The school takes account of my suggestions and concerns	58	41	77	55	4	3	0	0
The school is led and managed effectively	91	65	46	33	0	0	0	0
Overall, I am happy with my child's experience at this school	97	69	42	30	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.



Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that yours is a satisfactory and improving school, because of the good leadership by the headteachers and the good work of the staff in school. These were the things we liked most about your school.

- Your school cares for you very well. You told us you enjoy school and feel safe there. Like you, your parents and carers think the school is doing a good job.
- Your behaviour is good and you cooperate well with each other.
- The children in Nursery and Reception make good progress in their development.
- You have interesting things to do in lessons and you enjoy the activities after school.
- Pupils are getting better results in the national tests.

To help the school to continue its improvement, we have said that senior leaders should:

- make sure that pupils make good progress in all classes, in reading, writing and mathematics
- make sure all teaching is good rather than satisfactory
- provide challenging activities that stretch the more able pupils so they gain higher levels
- provide practical and active tasks to help all pupils to enjoy work and learn faster
- improve the safety of the school site, including car parking.

I wish you all the very best for the future.

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