

Withinfields Primary School

Withinfields, Southowram, Halifax, West Yorkshire HX3 9QJ

Inspection dates

16–17 January 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, leaders have not maintained consistently good teaching throughout the school. Consequently, pupils are not making good progress in key stages 1 and 2 in reading, writing, mathematics and a range of subjects.
- Teachers' expectations are not consistently high enough. Work set lacks sufficient challenge for pupils to attain the highest standards, particularly for the most able and middle-ability pupils.
- Teachers' assessment of pupils' learning is not used consistently well. Additional challenge is not provided quickly when work is too easy, especially in mathematics.
- Questioning is not used skilfully and does not deepen pupils' knowledge, skills and understanding.
- Teachers' explanations are not clear enough to make sure that pupils learn at a good pace.
- Pupils' presentation and handwriting are inconsistent. Pride in work and attitudes to learning vary.
- Leaders have not made sure that the curriculum provides sufficient opportunities for pupils to write at length and apply their mathematical skills in a wide range of subjects.
- Over time, leaders have not made sure that disadvantaged pupils are catching up quickly.
- Governors have not been effective, over time, in holding leaders to account for their work. Consequently, the overall effectiveness of the school has declined.

The school has the following strengths

- New leaders are tackling the school's weaknesses, and there are clear signs of improvement. Morale is high and staff are supporting leaders' work.
- Children make good progress in the early years because of good teaching and leadership.
- Pupils said that they are safe and enjoy school. Child protection and safeguarding procedures are of a high standard.
- Pupils' understanding of how to be a good citizen is well developed.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in key stages 1 and 2 so that it is at least consistently good or better and leads to good outcomes for pupils by:
 - ensuring that teachers' explanations are clear and enable pupils to learn at a good pace
 - setting work that challenges all groups of pupils, particularly middle-ability pupils and the most able pupils
 - assessing pupils' learning accurately and adjusting it appropriately to ensure that pupils make good progress
 - skilfully questioning pupils to deepen their understanding of what is being learned
 - providing greater opportunities for pupils to apply their mathematical skills in a wide range of subjects
 - making sure that accurate punctuation, spelling and English grammar are used to enhance the quality of writing
 - providing greater opportunities for pupils to write at length in a wide range of subjects
 - thoroughly checking pupils' understanding of what they are reading so they make at least good progress.
- Improve pupils' personal development, behaviour and welfare by making sure that:
 - pupils contribute fully to their learning by developing good attitudes to learning
 - pupils take pride in their work and present work neatly with good handwriting
 - pupils take on more challenging tasks when work is too easy.
- Increase the effectiveness of leaders, including governors, by ensuring that:
 - senior and subject leaders increase their expectations to make sure that pupils' work and the quality of teaching are consistently good across the school
 - subject leaders are consistently accurate in checking the quality of teaching and pupils' progress
 - literacy and mathematical skills are developed effectively across a wide range of subjects
 - professional development is used successfully to ensure that subject leaders make a consistently good contribution to improving the school's effectiveness
 - external support leads to good teaching and good progress for pupils
 - successful actions in supporting disadvantaged pupils are used widely across the school to make sure that these pupils catch up quickly
 - governors develop their skills to hold leaders to account fully for their work.

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

- Senior leaders and governors have not made sure that the quality of teaching is consistently good and that pupils' progress is good across the school. As a result, leadership and management require improvement.
- Over time, there has been significant change in middle leadership. It has taken some time for the headteacher to establish a secure and stable leadership team. During the period of change, pupils' outcomes declined, as did the quality of teaching.
- Over the past year, the headteacher and governors have appointed many new leaders to support the development of the school. These leaders are keen and enthusiastic about their work. They are playing an effective part in helping to improve the school.
- Middle leaders have settled quickly into their roles and the headteacher and deputy are supporting them well. Coaching sessions have improved middle leaders' skills in checking teaching regularly, using a wide range of information. Some are developing a more accurate view of the quality of teaching and progress. Others need to link pupils' progress closely to their assessment of teaching and increase their expectations.
- The headteacher has a clear view of the school's strengths and weaknesses. As a result, middle leaders know what needs to be done to improve the school. There is a more consistent approach to the teaching of English, mathematics and a range of subjects. Consequently, pupils' progress is improving but it remains variable.
- Over time, the additional funding for disadvantaged pupils has not been used effectively. These pupils have not been catching up quickly in reading, writing and mathematics. The new leader has ensured that the funding is being used more effectively than in the past. For example, she has made sure that pupils receive bespoke support for individual reading sessions and has employed the use of online tutoring in mathematics. She has identified strategies that are having the best effect. However, they are not used consistently in all classes across key stages 1 and 2.
- The curriculum does not contribute sufficiently well to the development of reading, writing and mathematics. Consequently, more has to be done to strengthen these skills. The curriculum does provide a wealth of opportunities for pupils to develop their understanding of British values, and pupils are well aware of what it means to be a good citizen. Visits and extra clubs make a good contribution to pupils' spiritual, moral, social and cultural development. For example, trips to museums, mosques, temples and the local theatre all contribute well.
- Extra funding for those pupils who have special educational needs (SEN) and/or disabilities is used well. Leaders make sure that these pupils have effective support in school and extra specialist support from external agencies when necessary.
- The primary school sports funding is used appropriately and pupils enjoy sport. There is a good range of sporting activity, and the school is successful in competitive gymnastics and cross-country running.
- Staff morale is high. Leaders have made sure that all staff are aware of the key priorities for the school. Staff believe that leaders are supporting their work well. There

are regular opportunities to take part in professional development. Over time, however, professional development has not improved teaching so that it is good. More recently, some teachers have visited an outstanding school to help them improve their practice.

- Parents and carers are positive about the work of the school. Most of those responding to the Ofsted questionnaire would recommend the school and believe that leaders respond well to their concerns.
- Over time, the local authority's support has not been effective in making sure that the overall effectiveness of the school has remained good. Recently, the local authority has brokered support from an outstanding school to support leaders' efforts to improve the school. There is evidence that this is having a positive effect on the quality of teaching and pupils' progress.

Governance of the school

- Since the previous inspection, governors have not challenged leaders thoroughly to make sure that the school provides a good education for pupils. For example, they have not made sure that the additional funding allocated to help disadvantaged pupils has been effectively used over time.
- There have been many changes to governance in the past year, including a new chair of the governing body. The governing body has educational and financial expertise. Currently, governors are much more challenging than in the past. They have a clear understanding of what the school needs to improve and how the school has been performing. They know there is much to do to improve the school. Governors have commissioned an external review of their practice, which started in December 2017, by a national leader of governance. They are keen to improve their skills.
- Governors have regular meetings with senior and middle leaders and know the school well. They are confident that the funding for disadvantaged pupils is having a better effect than in the past. They are clear about the use of funding for pupils who have SEN and/or disabilities and its positive effect on the pupils. They know the physical education and sports funding is used well.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are knowledgeable and up to date with the most recent legislation for keeping children safe. They are vigilant and understand that safeguarding is everyone's responsibility. Leaders have made sure that staff are clear about their responsibilities and they have created an effective culture that keeps children safe from harm. Record-keeping is meticulous, and the needs of children are known well by the designated safeguarding team. The school works very well with external agencies and parents to make sure that children, especially the most vulnerable, are safe.
- There is a designated governor for safeguarding. She meets regularly with the safeguarding team to make sure that the school's processes for child protection are secure. Leaders and governors make sure that all checks on staff and volunteers working with children are made and recorded.

Quality of teaching, learning and assessment

Requires improvement

- Since the previous inspection, there have been substantial changes in teaching staff. Almost half of the teaching staff have joined since September 2016. Leaders carry out useful checks on teaching and offer effective guidance and support. However, the quality of teaching is variable and not consistently good.
- Work set does not provide a sufficiently consistent challenge for pupils, particularly the most able and middle-ability pupils, to help them make good progress. This is especially the case in mathematics, in which work can be too easy for pupils.
- Teachers' expectations are not high. Untidy handwriting and poor presentation, and inaccurate grammar, punctuation and spelling are not addressed swiftly enough to ensure that writing is of a high quality. There are, however, a few examples across the school of better-quality work that stems from higher expectations.
- At times, explanations are not clear enough for pupils to make a confident and prompt start to their work and to maintain their pace and application. This hinders pupils' progress as they do not seek clarity, and they become unsettled.
- Teachers regularly assess pupils' learning in class. However, they do not adjust work when it is too easy, to provide additional challenge. Overall, assessment of learning is variable and results in progress that requires improvement.
- When questioning is used skilfully, pupils are keen to engage and answer in detail to deepen their learning. Some questioning, though, is superficial and does not measure how much pupils are learning or how much they understand what they are reading. Inspectors noted that there are good opportunities for pupils to read interesting books and develop an interest in reading. However, adults do not check closely enough on confident readers' understanding of what they read.
- Current pupils' work shows that learning is improving and effective progress is being made. Teachers plan interesting tasks in a range of subjects. Nevertheless, there are too few opportunities for pupils to write at length in a range of subjects and to make use of the mathematical skills they have learned. Consequently, writing and mathematics are not developing strongly, and opportunities to deepen understanding of other subjects are limited.
- Teaching assistants support pupils effectively and are usually deployed well by teachers.

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 do not consistently take enough pride in their work to ensure good progress. Although there are good examples of neat presentation and detailed work, there is work that is not well presented. Some pupils are not developing good handwriting, as they take too little care over presentation.

- Pupils do not use their initiative to move on to more challenging tasks when work is too easy for them. They are too dependent on adults to tell them when to move on, especially in mathematics. This slows their learning.
- Pupils told inspectors that they enjoy school and are safe because staff look after them well. Boxes are available for pupils to write down and post any worries, and teachers act swiftly to resolve any concerns.
- Pupils hold doors open for adults and are pleasant and polite. They play well together and enjoy the responsibilities they can take on. For example, pupils said that they enjoy being prefects and setting up equipment for assemblies.
- Pupils vote for the school council and develop a good understanding of democracy. The school council nominates charities for the school. Pupils were keen to say how important it is to look after those less fortunate than themselves. They have a good understanding of what makes a good citizen. They know that actions have consequences and are currently studying crime and punishment.
- Pupils said that bullying is rare and 'everyone gets along'. They are confident that adults do not tolerate bullying and resolve any issues quickly.
- Pupils have a good understanding of safety when using the internet. They have had training from a visiting computer specialist about how to stay safe when working online. They explained that some websites are blocked by the school for pupils' safety.
- Pupils said that they keep fit and have lots of opportunities to take part in sport.
- Pupils enjoy the early-morning club and the after-school club. They play well together at these clubs and are kept safe.
- Parents and staff are very confident that pupils are safe and well cared for in school.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning vary. There are times when they are not attentive and their concentration slips. Pupils admitted that sometimes they do not get on with their work well enough. These attitudes slow learning. As a result, behaviour requires improvement.
- The school is a calm and welcoming place. Pupils look after their school environment. Displays of work are well kept and there is no litter. Around the school, pupils behave well throughout the day and treat each other and adults with respect.
- Attendance is broadly average. Over time, the attendance of disadvantaged pupils has been well below average, and too many have often been absent. The school's attendance officer makes sure that the whereabouts of every absentee are known and that they are safe.
- This year, there are considerably fewer disadvantaged pupils regularly absent from school. Attendance is improving for these pupils. The pupil premium leader has encouraged many pupils to attend the 'Get Set Go Club', an early-morning club that offers a wide range of activities and breakfast. Attendance to school has improved as pupils enjoy the club.

- There are a very small number of pupils who display challenging behaviour. The school does its best to retain these pupils in school, although there are times when exclusion has been used for serious misdemeanours. Leaders are keen to make sure that the school is inclusive and exclusion is used as a last resort.

Outcomes for pupils

Requires improvement

- The progress pupils make across key stages 1 and 2 is inconsistent because of variations in the quality of teaching. Pupils are not challenged consistently well by the work set for them, and they do not make strong progress. Consequently, outcomes for pupils require improvement.
- Published information for pupils leaving Year 6 shows significantly below-average progress in reading and mathematics during the past two years. In 2015, progress was broadly average. At the end of Year 2, progress slipped to below average last year, especially in reading. Significant changes in staffing have had an adverse effect on pupils' progress and attainment, especially for the most able and middle-ability pupils.
- Inspectors analysed current pupils' work and found that attainment is improving in reading, writing and mathematics to an acceptable standard. Some pupils are making strong progress, while that of others is variable and still needs to be improved.
- The most able pupils, including the most able disadvantaged pupils, have made slow progress in the past, but this is improving. Their current work shows effective gains, but greater challenge is required for progress to be good. This is also the case for middle-ability pupils.
- When checking current pupils' work, inspectors found that teachers' expectations are variable. There is not enough challenge, especially in mathematics. Pupils' reading skills vary, although pupils enjoy reading. Information from the school's computerised reading program shows that some pupils make good progress while that of others is variable.
- Overall, progress of disadvantaged pupils is improving because leaders are making sure that they are attending better and some teachers are challenging them effectively with work set. However, variable progress still exists across key stages 1 and 2, and differences in attainment between these pupils and others nationally are not closing consistently and rapidly.
- Pupils who have SEN and/or disabilities make effective progress. Some have very complex needs, and the support they receive enables them to participate fully in lessons.
- Since the previous inspection, the proportion of pupils attaining the expected standard in phonics by the end of Year 1 has been above average. Pupils make a good start with phonics in early years, and this continues throughout Year 1.
- In subjects other than reading, writing and mathematics, pupils are not deepening their understanding well enough to make good progress. There are, however, some examples of good-quality work, particularly in art and music.

Early years provision

Good

- Children are safe and happy because of the secure procedures that exist in early years. Relationships between adults and children are warm and nurturing. Children settle quickly and enjoy the well-organised indoor and outdoor activities.
- Most children enter the Nursery with skills that are below those typical for their age. Language and social skills are least well developed. There is good support from staff to develop speaking skills, with assistance from external agencies when necessary. Staff plan a wide range of activities to encourage children to work together.
- Good leadership has led to good teaching. Children, including disadvantaged children, make good progress in Nursery and Reception. By the end of Reception, the proportion of children attaining a good level of development is above average. A good proportion of children exceed the early learning goals.
- Teachers and teaching assistants work well together as a team. Consequently, children have a wide range of experiences and a curriculum that is varied to match the needs of individuals. There are good opportunities for children to develop their spiritual, moral, social and cultural understanding. For example, children celebrate and read about religious festivals such as Diwali and Chinese New Year.
- Questioning is good and engages children well. Children develop good listening skills and are keen to share their views about what they are learning.
- There are many opportunities for children to read, write and explore mathematics. Adults are acutely aware of children's abilities through accurate assessment. They use this information well to challenge children and to develop subject vocabulary quickly. For example, children were naming many different mathematical shapes and identifying the properties of the shapes.
- Teachers encourage creativity and curiosity by interacting well with children and prompting children to extend their learning. Adults model language well, and children develop good phonics skills to support early reading. Very occasionally, adults spend too long with a small group and do not check the learning of other children frequently enough.
- Children cooperate well with each other and with adults. They enjoy learning and their behaviour is good. Children are kind and considerate to each other. They are keen to show adults, including visitors, what they are learning.
- Parents are positive about their children's learning and development in the early years. They contribute to their children's learning journals by sending photographs of their children's experiences at home. This adds to the school's good knowledge of children's interests.
- The early years leader checks the quality of teaching to ensure that good support is provided for children. She makes sure that additional support is provided to help them catch up when necessary.
- All the appropriate welfare and safeguarding requirements are in place.
- The good provision prepares children well for learning in Year 1.

School details

Unique reference number	107502
Local authority	Calderdale
Inspection number	10037722

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair	Victoria Percival
Headteacher	Helen York
Telephone number	01422 363581
Website	www.withinfields.calderdale.sch.uk
Email address	head@withinfields.calderdale.sch.uk
Date of previous inspection	12–13 June 2013

Information about this school

- The school is larger than the average-sized primary school. The number of pupils has increased year on year for the past three years.
- The proportion of disadvantaged pupils supported through the pupil premium is average. One in four pupils is disadvantaged.
- Almost all pupils are White British. Exceptionally, few pupils speak English as an additional language.
- The proportion of pupils who have support for SEN and/or disabilities is below average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is broadly average.
- Children attend part-time in Nursery and full-time in Reception.
- The school manages a breakfast club and an after-school club for its pupils.
- The school meets the Department for Education's definition of a coasting school, based

on key stage 2 academic performance results in 2015 to 2017 inclusive.

- The school does not meet the current government 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 in staffing and leadership since the previous inspection. The headteacher took up post on 1 September 2013. Since then, a deputy headteacher has been appointed and there have been several new leaders since September 2016. Eight new teachers have also been appointed since September 2016.
- The school is receiving support to develop leadership and the quality of teaching. A national leader of education from an outstanding primary school, Woodhouse Primary School, is providing the support.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Several classes at work were jointly observed with the headteacher and the deputy headteacher.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books. They reviewed the work of previous pupils to compare it to the quality of current work and current outcomes.
- Inspectors listened to pupils reading.
- The lead inspector held a meeting with the chair of the governing body and three other governors. He held a telephone conversation with a national leader of for education.
- The lead inspector held a meeting with the school's improvement adviser from 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 development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 52 responses to Ofsted's online questionnaire for parents, Parent View. They also considered 43 responses to the Ofsted staff questionnaire and 62 responses to Ofsted's pupil questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Gillian Nimer	Ofsted Inspector
Alison Ashworth	Ofsted Inspector

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