

Inspection of Nields Junior Infant and Nursery School

Nields Road, Slaithwaite, Huddersfield, West Yorkshire HD7 5HT

Inspection dates: 28 and 29 November 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

Since the last inspection, there has been significant turbulence in leadership at this school. The quality of education that pupils receive has declined. The school has begun to take steps to address this. Leaders have started to develop a more ambitious curriculum. However, this is in the earliest stages of development. Pupils from early years to Year 6 do not currently benefit from a curriculum that meets their needs. Pupils are not well prepared for the next stage of their learning.

The school has introduced new behaviour management systems. Leaders' expectations of pupils' behaviour have increased. The number of pupils receiving sanctions or suspensions for poor behaviour has reduced over the last year. However, in some classes, where learning is less engaging, some older pupils lose attention and distract others.

The curriculum for personal, social, health and economic (PSHE) education is in the early stages of implementation. Pupils demonstrate some awareness of how to stay safe. They understand what bullying is and say that if it happens in their school adults sort it out quickly. Pupils understand the importance of respecting difference. However, some older pupils call other pupils unkind names. They do not always understand the impact their words and actions can have on others.

What does the school do well and what does it need to do better?

In many curriculum areas, the school has not identified the important knowledge that pupils should learn or the order in which this should be taught. For example, in history, although the school has identified which periods of time pupils will learn about, this learning has not been broken down in manageable ways. As a result, pupils have significant gaps in their knowledge. Too often, learning activities do not help pupils secure the most important knowledge that they need. In many areas, the curriculum does not prepare pupils well for the next stage of their learning.

Pupils with special educational needs and/or disabilities (SEND) do not receive the support that they need to succeed. The school does not identify pupils' needs accurately or quickly enough. This means that the support that pupils receive in the classroom is not effective. Pupils with SEND are not achieving well enough in many curriculum areas.

The school has prioritised the improvement of reading. Leaders have identified the core books they want pupils to be able to read. Teachers use these books to read to pupils every day. This is beginning to inspire pupils in their own reading. With support from the local English hub, the school has implemented a carefully sequenced programme for the teaching of phonics. However, some staff have not had the training they need to deliver this programme consistently well. By the end of Year 2, too many pupils have not received sufficient practice or support to read well.

The school has very recently begun to address the provision for children in the early years. Leaders have prioritised the development of early reading, personal, social and emotional development and daily routines. Staff support children, including those with SEND, well. However, the curriculum for the early years is in the early stages of development. This means that children are not prepared for their learning in key stage 1 and beyond.

The school has introduced a new curriculum for PSHE. This identifies the important knowledge that pupils need to learn to be prepared for life in modern Britain. Leaders have invested in learning materials and books to help strengthen pupils' understanding of diversity. Pupils understand the need to respect differences in faith and culture. However, the school does not provide sufficient time or opportunity for pupils to remember and connect this important learning. Some pupils are confused about the key elements of the faiths they have been learning about. Pupils understand what makes a healthy relationship and how to keep themselves safe. Some older pupils are less aware of the impact their words and actions can have on other pupils.

Staff and governors appreciate the stability that current senior leaders have brought to the school. Leaders' work to improve attendance is starting to have an impact. All groups of children are now attending school more regularly. However, many leaders are new to their roles and to the school. This limits the school's capacity to make the rapid improvements to the quality of pupils' education that are urgently needed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In many subjects, the curriculum is in the early stages of development. The school has not identified the most important subject knowledge that pupils need to learn. Pupils experience disconnected lessons that do not develop their knowledge, skills or understanding well enough. The school should ensure that the curriculum in all subjects, from the early years to Year 6, prepares pupils for the next steps in their education.
- The school does not identify support for pupils with SEND quickly enough. These pupils do not have the help they need to access the same curriculum as their peers. As a result, they can become disengaged from learning. The school must ensure that all staff understand pupils' individual needs and provide learning activities that help them to make rapid progress.
- The curriculum in the early years is in the early stages of development. Current learning activities do not support children to develop the knowledge and skills that they need to flourish. The school should ensure that the curriculum and

approach to learning in the early years provide children with the necessary foundations for their future learning.

- The school does not provide sufficient time or opportunity for pupils to build important knowledge over time in the PSHE curriculum. This means that pupils struggle to make connections in their learning and have gaps in their understanding. The school should ensure that it provides pupils with the regular learning opportunities they need to fully embed, and applies this important learning.
- There has been significant turbulence in leadership since the previous inspection. This has limited the capacity for improvement. Many leaders are new in post and have not had the time to bring about the necessary improvements. The school should build the capacity of leaders and governors to make the necessary improvements to the quality of education for all pupils, including by seeking and acting on external support where necessary.

The school may not appoint early career teachers before the next monitoring inspection.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107646
Local authority	Kirklees
Inspection number	10289940
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	Local authority
Chair of governing body	Judith Lund
Headteacher	Jennifer Wyrill
Website	www.nieldsprimary-kgfl.secure-dbprimary.com
Date of previous inspection	7 June 2018, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been a number of interim headteachers. The current headteacher took up the substantive post in September 2022.
- The school is a smaller than average primary school with a governor-led nursery provision.
- The school is in the process of converting to become an academy.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a virtual meeting with governors, including the chair of governors.
- The lead inspector met with the school's improvement partner and local authority officer.
- The inspectors carried out deep dives in these subjects: reading, mathematics, geography and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work where available. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour and leaders' evaluation of the school.
- Inspectors spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from Parent View, Ofsted's online questionnaire, including free-text comments. The lead inspector also talked to parents at the start of the school day.
- To gather the views of staff and pupils, inspectors reviewed the responses to the Ofsted surveys.

Inspection team

Scott Grason-Taylor, lead inspector

Ofsted Inspector

Jen Sloan

His Majesty's Inspector

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