

NETHERLEIGH AND ROSSEFIELD

Parsons Rd, Heaton, Bradford, West Yorkshire, BD9 4AY

19 JUNE 2017

CHARACTERISTICS OF THE SCHOOL

Netherleigh and Rossefield School is a co-educational school day school for pupils between the ages of 2 to 11 years of age, located in Bradford, in West Yorkshire. It is overseen by its two proprietors, who undertake the role of governance.

At the time of the inspection there were 151 pupils on roll; 96 boys and 55 girls. Of these, 83 are in the Early Years Foundation Stage (EYFS). The school has identified 15 pupils with special educational needs and/or disabilities (SEND), all of whom receive support for their learning. None have an educational, health and care plan or statement of educational needs. There are four pupils who have English as an additional language (EAL), none of whom require additional support for their English.

PURPOSE OF THE VISIT

This was an unannounced progress monitoring visit, at the request of the Department for Education, to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection of May 2016. The focus of the visit was on the quality of education provided; the welfare, health and safety of pupils; the suitability of staff, supply staff and proprietors; premises of and accommodation at the school; provision of information; the manner in which complaints are handled and the quality of leadership and management.

INSPECTION FINDINGS

Quality of education provided - [ISSR Part 1, paragraphs 2, 3 and 4; EYFS requirements 1.1 - 2.11]

The school meets the regulation and requirements.

A new curriculum policy, which is supported by appropriately detailed schemes of work and short-term planning, ensures that the curriculum is appropriately structured for both children in the Early Years Foundation Stage (EYFS) and older pupils, and that all age groups have opportunity to learn and make progress. In the EYFS, activities, both inside and outside, are well planned and encourage exploration and investigative learning. Staff are suitably experienced and knowledgeable about supporting children's learning and development needs. They work effectively with parents to ensure continuity of learning between home and school.

Older pupils are suitably supported and challenged, including those with SEND and EAL. Staff prepare and deliver lessons which stimulate their interest and motivation to learn. During discussions, pupils commented that teaching staff are always supportive and that they enjoy their learning. An adequate range of extra-curricular activities enrich pupils' learning experiences beyond the classroom. Suitable assessment processes are now in place to ensure pupils' attainment is carefully tracked to ensure their continuing good progress. Pupils and children in the EYFS behave well in lessons and respond promptly to the high expectations set by staff. Throughout the school, resources have improved, are of good quality, appropriate for the respective age-ranges and support pupils' learning well.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 (a) and (b); EYFS requirements 3.4 - 3.7]; Provision of information to parents [ISSR Part 6, paragraph 32 (1) (c)]

The school meets the regulation and requirements.

The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. The school meets the requirement for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Safeguarding arrangements are correctly implemented and provide appropriate support for pupils' needs. All staff, including those who are regular visitors to the school, have received training in recent changes to regulatory guidance, including *Keeping Children Safe in Education (KCSIE) September 2016* and on-line safety. New staff receive induction training to ensure they understand their safeguarding responsibilities, including the staff code of conduct. The designated safeguarding leader (DSL) and deputy (DDSL) are both members of the senior leadership team, and have appropriate levels of training for their roles, which is in line with local procedures. The DDSL is the designated EYFS safeguarding lead and has appropriate knowledge about ensuring the welfare and well-being of young children. The DSL regularly provides informal updates on any changes to the safeguarding policy and its implementation to staff and monitors the effectiveness of the training provided.

During discussions, staff demonstrated a clear understanding of their safeguarding responsibilities. They recognise the importance of 'early help' strategies and know how to report any concerns about pupils or other staff, and state that any concerns about senior leaders are reported to the proprietor. Additionally, they acknowledge the importance of disclosing any required changes in personal circumstance to the senior leadership and state that use of personal mobile phones and cameras is not permitted whilst pupils are present in school.

Appropriate records for safeguarding concerns are kept, which are regularly monitored by the DSL. These show timely and appropriate liaison with both parents and local agencies. Discrepancies relating to safeguarding identified at the previous inspection have been appropriately addressed. The safeguarding policy now makes clear that use of "banter" is inappropriate and unacceptable. The policy also includes the school's arrangements for the acceptable use of mobile phones and cameras in the EYFS.

Welfare, health and safety of pupils – Prevention of bullying [ISSR Part 3, paragraph 10]

The school meets the regulation.

The anti-bullying policy has been reviewed and amended to bring it in line with requirements. The centralised bullying log is kept accurately and monitored regularly by the headmaster. The new e-safety policy is in line with non-statutory DfE guidance and training has been provided for pupils, staff and parents in the school to ensure that all parties know how to report issues or concerns and how they are managed. A log of minor misdemeanours is kept for each class, which are regularly analysed by the senior leadership team for patterns. The curriculum is used effectively to support the prevention of bullying through lessons, a programme of assemblies and participation in anti-bullying week. In interviews, pupils confidently stated that bullying was dealt with well and demonstrated a strong awareness of strategies to use to prevent bullying, including cyber-bullying. Infrastructure for filtering the use of the internet is in place and monitored effectively for inappropriate content. Staff feel well prepared to deal with any bullying incidents and confident that they were well supported by senior managers.

Welfare, health and safety of pupils – Health and safety [ISSR Part 3, paragraph 11]

The school meets the regulation.

The health and safety policy has been reviewed and updated to cover in detail all recommended areas, ensuring that relevant health and safety laws are complied with. A health and safety audit has been undertaken and all suggested actions have been completed. Staff have received training in health and safety matters and reported

that response to any concerns is swift and action is taken. Hazardous substances are now stored securely including cleaning materials.

Welfare, health and safety of pupils – Prevention of fire [ISSR Part 3, paragraph 12]

The school meets the regulation.

The school now meets the requirements of the Regulatory Reform (Fire Safety) Order (2005). All fire risks identified in the most recent fire safety audit have been completed promptly. All actions have been documented and dated once complete. Termly fire practice drills are completed and fully documented, including the time taken for evacuation and any problems are identified and addressed. All staff have now been trained in the use of fire extinguishers and several as fire marshals. Fire alarm equipment is tested weekly and the results documented.

Welfare, health and safety of pupils– First Aid [ISSR Part 3, paragraph 13]

The school meets the regulation.

First aid is now administered in a timely and competent manner. The policy has been re-written with reference to relevant DfE guidance. It provides practical arrangements at the point of need, the names of those qualified in first aid, and the requirement for training to be updated every three years. It shows how accidents should be recorded and parents informed. The policy also provides detailed arrangements for pupils with specific medical conditions and details are provided to staff of pupils' individual needs in the staff room and for use on school trips. All EYFS staff are now trained in paediatric first aid, ensuring that there is a qualified person on site or on trips at all times. Parents are informed of any accidents in a timely manner. A log is now kept of when medicines are administered. Pupils interviewed felt well cared for.

Welfare, health and safety of pupils – Admission and Attendance [ISSR Part 3, paragraph 15]

The school meets the regulation.

The attendance register is managed electronically on the school management system and staff have been fully trained in its use. Each entry is now complete and shows the reason for absence, using the recommended codes. The school secretary follows up any absences where parents have not provided a suitable reason for the pupil not attending school. The head analyses attendance patterns on a regular basis. The electronic system for registration is backed up monthly.

Welfare, health and safety of pupils – Risk assessment [ISSR Part 3, paragraph 16; EYFS 3.64]

The school meets the regulation and requirements.

A risk assessment policy is in place and shared with parents on the school website. An external audit has taken place within the school and all potential risks are appropriately identified. The school has implemented all actions in the report. Staff have been trained by an external consultant in the writing of risk assessments and the outcomes are regularly monitored and analysed by the senior leadership team on a fortnightly basis. Risk assessments for each area of the school and all activities are suitably detailed and identify ways in which risk can be minimised. In the EYFS, daily risk assessments for each area are undertaken and recorded and action taken where necessary. Risk assessment for trips out is comprehensive and covers all eventualities. Regular site inspections are now undertaken to identify risk and action is taken promptly.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18 to 21; EYFS requirements 3.9 - 3.13]

The school meets the regulations and requirements.

The school now implements suitable procedures for the recruitment of all new staff, supply staff, volunteers and proprietors before they begin work at the school. The process is correctly documented in the recruitment policy. Staff files are well-maintained and contain all the required information, which is cross-referenced on a checklist

within each file. The procedures for recording checks on the single central register of appointments (SCR) have been revised and now demonstrate the accurate recording of staff recruitment checks. Since the previous inspection senior leaders have ensured that all checks are now complete for all staff and added to the SCR. The proprietors regularly monitor safer recruitment procedures, which includes checking the SCR.

Premises and accommodation [ISSR Part 5, paragraphs 22- 29; EYFS requirements 3.57 – 3.63]

The school meets the regulations and requirements.

Toilet and washing facilities now include separate facilities for those pupils over eight and are sufficient in number for the size of the school. Extra basins have been added into a number of areas and existing arrangements have been reviewed to ensure that separate facilities are in place for boys and girls. Pupils have easy access to drinking water and water supplies are appropriately labelled and monitored for temperature so as not to pose a scalding risk. All accommodation and facilities are appropriately heated, lit, ventilated and clean.

The school makes good use of the classroom space available. They are suitably sized, have good acoustics to promote learning and are well organised to accommodate the numbers of pupils within each year group. All areas of the school are now maintained in a good state of repair and regularly monitored for safety; any maintenance issues are promptly rectified. Medical facilities are now appropriate. A room has been designated as a medical room with facilities available for the short-term care of sick pupils or injured pupils. A wash basin is situated within the room and a toilet facility is provided in an adjoining room. Medical supplies are kept in a locked cupboard or refrigerator. Dining facilities and food preparation are suitable. External areas are appropriate, enabling provision for pupils' physical education and outdoor play and are suitable for all ages of pupils. External lighting has been provided to ensure that all areas are appropriately lit. During discussions, pupils comment that they feel safe and enjoy their time at school.

Provision of information [ISSR Part 6, paragraph 32; EYFS 3.68 - 3.73]

The school meets the regulation and requirements.

Since the previous inspection, the school has improved the information it provides for parents through the school website. The names and contact details of the proprietors are now included on the website as are copies of the previous inspection report and details of the health and safety policy and procedures. The school now provides detailed information of the school's academic performance during the preceding school year. All information requested in connection with an inspection is available, including the school's attendance registration data. Many other school policies and procedures are included on the website to keep parents well informed about how the school works and manages every area of school life.

The manner in which complaints are handled [ISSR Part 7, paragraph 33; EYFS requirements 3.74 – 3.75]

The school meets the regulation and requirements.

Any complaints are correctly handled in line with regulatory guidance and the school's published procedures. Clear timescales are set out for the management of a complaint. Appropriate procedures are in place to record all formal complaints, which includes the stage of resolution and action taken by the school, regardless of whether the complaint was upheld. All related documentation is securely stored and kept confidentially, except if it is requested by official bodies. The outcome of complaints relating to the EYFS requirements is notified to complainants within 28 days and the policy provides information on how parents/carers may contact Ofsted if they believe that the provider is not meeting EYFS requirements. The proprietors regularly monitor the effectiveness of the procedures.

Quality of leadership and management [Part 8, paragraph 34]

The school meets the regulation.

The school's leadership and management now demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently. All discrepancies identified at the previous inspection have been appropriately rectified. Proprietorial review is thorough, ensuring that policies are effectively implemented in practice and actively promote the well-being of all pupils.

REGULATORY ACTION POINTS

The school meets all of the relevant requirements of the Education (Independent School Standards) Regulations 2014, and requirements of the Early Years Statutory Framework 2014 and no further action is required.