



ISI Independent
Schools
Inspectorate

NETHERLEIGH AND ROSSEFIELD SCHOOL

REGULATORY COMPLIANCE INSPECTION

10 TO 11 MAY 2016



School's Details

Full Name of School	Netherleigh and Rossefield School
DfE Number	380/6000
Address	Netherleigh and Rossefield School Parsons Road Heaton Bradford West Yorkshire BD9 4AY England
Telephone Number	01274 543162
Email Address	nandrschool@gmail.com
Head	Mr Richard McIntosh
Proprietors	Mrs Mary Midgley and Mr Graham Midgley
Age Range	2 to 11
Total Number of Pupils	154 (including 88 in EYFS, of which 65 are part-time)
Gender of Pupils	Mixed
Pupils' Ability	The school's own assessment indicates that the ability of pupils is slightly above the national average
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 13. Their needs include hearing, speech and physical difficulties and learning support is provided. Three have a statement of special educational needs or an education, health and care (EHC) plan. No pupils have English as an additional language (EAL)
History of the School	Educating children for over one hundred years, Netherleigh and Rossefield School is the result of a merger of the two separate schools to meet the need for a larger, better equipped school with more places for boys and girls aged between 2 to 11 years
Ownership and Governing Structure	There are two proprietors and there is no governing body
School Structure	The school provides for boys and girls, aged 2 to 11 years, incorporating a Nursery/Foundation Stage and provision for Years 1 to 6.

School's Details

Inspection Dates

10 to 11 May 2016

About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. For schools which have early years provision, the inspection of settings which do not require registration also records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any concerns about quality identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and, as such, reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage and should take immediate action to remedy deficiencies as detailed below.

PART 1

Quality of education provided

The school uses its own framework to determine attainment.

The curriculum is documented. The teaching encompasses effective behaviour management.

The standards relating to the quality of education in paragraphs 2.(1)(a) and (b)(i); 3.(a),(b),(c),(d),(f) and (g); and 4 are not met.

The curriculum is not supported by appropriate plans and schemes of work for the pupils and does not cover the required breadth of material. The teaching does not enable all pupils to make good progress, and is not supported by suitable resources. A suitable framework for the assessment of pupil performance is not in place.

Action point 1

- Ensure that: the curriculum is supported by appropriate plans and schemes of work and implemented effectively [paragraph 2.(1)(a)]; and that the written policy, plans and schemes of work take into account the needs of all pupils, including those with an EHC plan [paragraph 2.(1)(b)(i)].

Action point 2

- Ensure that teaching enables pupils to acquire new knowledge, make good progress according to their ability and to foster self-motivation [paragraph 3.(a) and (b)].

Action point 3

- Ensure that teaching: involves well-planned lessons and effective teaching methods, activities and management of class time [paragraph 3.(c)]; shows good understanding of the needs of pupils and ensures these are taken into account in the planning of lessons [paragraph 3.(d)] and uses classroom resources effectively [paragraph 3.(f)].

Action point 4

- Ensure that: a framework is in place to assess pupils' work and that this information is used to plan teaching so that pupils can progress [paragraph 3.(g)] and that the framework has reference to the school's own aims, or national norms, or both [paragraph 4].

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Good behaviour is promoted; pupils are properly supervised; admission registers are maintained as required. A disability access plan is in place.

The standards relating to welfare, health and safety in paragraphs 7.(a) and 7.(b); 10; 11; 12; 13; 15; 16; together with EYFS 3.4 and 3.64 are not met.

For the reasons listed below, arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. Bullying is not prevented so far as reasonably practicable; the school's arrangements lack the recording or analysis of incidents, staff training and coverage of the risks posed by cyber-bullying. Health and safety policy implementation is not met, including matters of toilet and washing facilities, the storage of hazardous substances and the identification of various site hazards. Concerns over fire safety include inadequate follow up actions following an external fire risk assessment. First aid arrangements do not include details of pupils with particular medical conditions or recording the administering of medication. The attendance register is not maintained as required, including blank or pencil entries, no recorded reasons for absence and no record of analyses of attendance patterns. There is no strategic approach to risk assessment including in the EYFS; there is no risk assessment policy and hazards and other risks identified on the school premises have not been tackled in a timely manner. The safeguarding policy does not include requirements on the use of mobile phones in the EYFS.

Action point 5

- Ensure that arrangements are made to safeguard and promote the welfare of pupils and that such arrangements have regard to any guidance issued by the Secretary of State [paragraphs 7.(a) and (b)] and include use of mobile phones and cameras in the EYFS [EYFS 3.4].

Action point 6

- Ensure that bullying in the school is prevented as far as reasonably practicable by the implementation of an effective anti-bullying strategy, including cyber-bullying [paragraph 10].

Action point 7

- Ensure that the requirements of the written health and safety policy are understood and implemented fully [paragraph 11].

Action point 8

- Ensure that arrangements meet the requirements of the Regulatory Reform (Fire Safety) Order 2005, including prompt action when fire risks are identified [paragraph 12].

Action point 9

- Ensure that the attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 [paragraph 15]

Action point 10

- Ensure the welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified [paragraph 16 and EYFS 3.64].

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of supply staff, and proprietors.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18.(2), 18.(3) and 21.(3) and (4) are not met.

The school does not make appropriate checks to ensure the suitability of staff and a register is not kept as required.

Action point 11

- Ensure that: all required checks on members of staff have been carried out [paragraph 18.(2)(a) to (e)]; and all checks and DBS applications are completed before each person starts work at the school paragraph 18.(3)].

Action point 12

- Ensure that a register is maintained to show accurately the details of all checks carried out on members of staff [paragraphs 21.(3)(a) and (b); and 21.(4)].

PART 5

Premises of and accommodation at school

Acoustics are appropriate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation in paragraphs 23.(1)(a) and (b); 24.(1)(a) and (b); 25; 27.(b); and 28.(1)(d) are not met.

Suitable toilet and washing facilities for pupils and appropriate accommodation for their medical and therapy needs are not provided. The premises are not maintained to a standard commensurate with health and safety; external lighting is inappropriate; water provision is inadequate regarding temperature regulation.

Action point 13

- The school must ensure that suitable toilet facilities are provided for the sole use of pupils and that separate washing and toilet facilities are provided for boys and girls aged 8 years or over [paragraph 23.(1)(a) and (b)].

Action point 14

- Ensure that accommodation is provided for the medical examination and treatment of pupils and for the short term care of sick and injured pupils [paragraph 24.(1)(a) and (b)].

Action point 15

- Ensure that premises, accommodation and facilities are maintained to a standard that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured [paragraph 25].

Action point 16

- Ensure that external lighting is provided in order that people may safely enter and leave the school premises [paragraph 27(b)].

Action point 17

- Ensure that water supplies are suitably labelled and do not pose a scalding risk [paragraph 28.(1)(c) and (d)].

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include, the ethos of the school and the curriculum, and details of the school's arrangements for admission, behaviour and exclusions, bullying, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with Education, Health and Care plans. For parents only, the school provides a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The standards relating to the provision of information in paragraphs 32.(1)(a),(b),(d) and (g); 32.(2)(b)(i) and 32.(3)(e) are not met.

The school does not provide parents with information about the proprietors, nor copies of inspection reports. It does not make available to parents: information that a health and safety policy is available; and particulars of the school's academic performance during the preceding academic year.

Action point 18

- Ensure that the school provides reports of inspections to parents [paragraph 32.(1)(d)].

Action point 19

- Ensure that the school provides information requested in connection with an inspection conducted under section 109 of the 2008 Act, including the school's attendance registers [paragraph 32.(1)(g)].

Action point 20

- Ensure that the school provides to parents the address and telephone number of the proprietors [paragraph 32.(2)(b)(i) and as a result, paragraph 32.(1)(a)]

Action point 21

- Ensure that the school makes available to parents how to access details of its arrangements for health and safety [paragraph 32.(3)(d) and as a result, paragraph 32.(1)(b)]

Action point 22

- Ensure that the school makes available to parents details of the school's academic performance during the preceding school year [paragraph 32.(3)(e) and as a result, paragraph 32.(1)(b)]

PART 7

Manner in which complaints are handled

The standards relating to the handling of complaints in paragraphs 33(c), (j) and (k), together with EYFS 3.74 and 3.75, are not met.

The complaints procedure does not set out clear time scales for the management of a complaint, does not provide for a written record to be kept of all complaints, and does not ensure that records of complaints are held in a confidential manner; it does not meet EYFS requirement to give notification of an outcome of a complaint within 28 days of receipt, or give details about contacting Ofsted if parents/carers believe the provider is not meeting EYFS requirements.

Action point 23

- Ensure that the school's arrangements set out a clear timescale for the management of a complaint [paragraph 33(c)].

Action point 24

- **Ensure that a written record is kept of all complaints [paragraph 33(j)].**

Action point 25

- **Ensure that correspondence, statements and records relating to individual complaints are kept confidential [paragraph 33(k)].**

Action point 26

- **Ensure that the outcome of complaints relating to EYFS requirements is notified to complainants within 28 days; [EYFS 3.74] and provide information on how parents/carers may contact Ofsted should they believe that the provider is not meeting EYFS requirements [EYFS 3.75].**

PART 8

Quality of leadership in and management of schools

The standards relating to leadership and management of the school in paragraph 34.1(a), (b) and (c) are not met.

The proprietor does not ensure that those having leadership and management responsibilities: demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of the pupils.

Action point 27

- **Ensure that those having leadership and management responsibilities demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently and the well-being of the pupils is actively promoted [paragraph 34.(1)(a), (b) and (c)].**

About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the proprietor. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Andrew Farren

Reporting Inspector

Miss Kathryn Creed

Compliance Team Inspector (Head of Department, ISA school)

Miss Joanne Kay

Team Inspector (Teacher, IAPS, HMC school)