

Inspection of Field Lane Primary School

Burnsall Road, Rastrick, Brighouse, West Yorkshire HD6 3JT

Inspection dates: 17 and 18 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The head of school is Caroline Howarth. This school is part of Polaris Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Evans, and overseen by a board of trustees, chaired by Duncan Brundell.

What is it like to attend this school?

This small school has a strong family ethos. Pupils are proud of their school. They celebrate diversity and difference, showing acceptance and empathy towards others. The school's highly inclusive culture is felt by all. One pupil said, 'good friends are loyal, trustworthy and honest'.

The school, with support from the trust, has taken steps since the previous inspection to improve the quality of education for all pupils. Staff have high expectations for all pupils to be successful. This starts in the early years, where children develop strong learning behaviours.

Pupils behave well around the school. They show high levels of respect for one another and staff. Behaviour in lessons is calm and orderly, allowing pupils to focus on learning. Pupils love coming to school. Attendance is higher than the national average.

A wide range of clubs, trips and experiences ensure that pupils get the chance to foster their interests and talents. The school ensures that all pupils take part in the Active Schools initiative so they learn about keeping fit and healthy. Pupils also take part in many sporting competitions with other local primary schools. The school's aim is to ensure that all pupils have the necessary skills to be successful in later life.

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

The school provides a broad and rich curriculum that is carefully sequenced and sets out clearly what pupils should know and be able to do. All staff have a shared understanding of how pupils learn well. Overall, staff check on pupils' previous learning before moving them on in lessons. They plan opportunities to remind pupils of the subject knowledge they have learned in the past. In all subjects, teaching is carefully adapted for pupils with special educational needs and/or disabilities (SEND).

In mathematics, reading and art, staff plan learning activities well. Pupils can talk about their learning confidently. Pupils know how new knowledge builds on previous learning. However, in other subjects, the delivery of the planned curriculum is not as consistent as it could be. Some activities do not help pupils learn new knowledge well enough. As a result, some pupils struggle to recall knowledge as fluently as they should in these curriculum areas.

Pupils are well supported to develop a genuine love for reading as soon as they start school. Leaders provide staff with the training they need to implement the phonics programme consistently and with precision. They check regularly that pupils are keeping up. Those at risk of falling behind are supported to catch up quickly. Pupils practise reading using books that are closely matched to the sounds they have learned. This means pupils learn to read with accuracy, fluency and confidence.

Children in the early years develop positive learning behaviours, such as concentration and resilience. There is a keen focus on speech and vocabulary. Children love sharing their opinions with others. As a result, children are enthusiastic about taking on challenges and working hard.

Pupils with SEND access the same curriculum as their peers. The school regularly reviews the provision for pupils with SEND. Classroom staff use information on support plans to help pupils access their work. Pupils' plans identify small steps that they need to learn next. This enables staff to be more precise in their support. The school oversees the different types of support that pupils receive in school carefully, and, as a result, pupils with SEND keep up with the planned curriculum.

There is a comprehensive programme for pupils' personal development. This is taught in personal, social and health education lessons (PSHE) and in assemblies. This programme provides the knowledge and experiences pupils need to become well-rounded citizens. Pupils are positive about this aspect of school. They appreciate the opportunities to discuss matters in the news and talk about wider issues in the community. Pupils learn about relationships in ways that are suitable for their age. They have a strong understanding of how to keep themselves safe online.

The school keeps a sharp focus on providing a high-quality education for all, regardless of pupils' starting points. The trust provides appropriate support to the school. Leaders' decision-making is tightly focused on what serves the best interests of the pupils. Staff feel that leaders help them to manage their workload and they appreciate that leaders consider their views in whole-school decisions. Staff are proud to work at the school and value its community ethos.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the chosen learning activities do not match the intent of the curriculum. This means that pupils do not learn the new knowledge well enough. The school should ensure that teachers plan activities that meet the expectations of the curriculum intent so that pupils learn the required knowledge more securely.

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	138398
Local authority	Calderdale
Inspection number	10290208
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	Board of trustees
Chair of trust	Duncan Brundell
Head of school	Caroline Howarth
Website	www.fieldlane.polarismat.org.uk
Date of previous inspection	17 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Polaris Multi-Academy Trust.
- The school does not use any alternative provision.
- The school has a breakfast club and after-school club.

Information about this inspection

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

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the head of school and the deputy head of school. She also met with the chair of the local governing

body, the chief executive officer, school improvement director and spoke to the school effectiveness officer from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also looked at samples of pupils' work in history, science and religious education.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- The lead inspector heard pupils in key stage 1 read to a trusted adult.
- The lead inspector spoke with members of staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors looked at a range of documentation provided by the school. This included information about the school's self-evaluation and school improvement priorities. They also looked at school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing body and trustees.
- The inspectors considered the responses, including the free-text comments, to Ofsted Parent View. An inspector also spoke to parents and carers at the beginning of the school day.

Inspection team

Rebecca Clayton, lead inspector

Ofsted Inspector

Pritiben Patel

Ofsted Inspector

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