

Field Lane Junior Infant and Nursery School

Inspection report

Unique Reference Number	107637
Local authority	Kirklees
Inspection number	395651
Inspection dates	21–22 May 2012
Lead inspector	Andrew Clark

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Nisar Mayet
Headteacher	Janet Lunn
Date of previous school inspection	9 February 2009
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Introduction

Inspection team

Andrew Clark
Angela Charlton

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed eight teachers teaching 14 lessons or parts of lessons. Meetings were held with two groups of pupils, representatives of the governing body, and school staff, including senior and middle leaders. The inspectors observed the school's work and looked at a number of documents, including the school development plan, records of pupils' progress, safeguarding and behaviour policies, and minutes of the governing body meetings. Parents' and carers' questionnaires were analysed from 40 responses, together with those completed by pupils and staff.

Information about the school

Field Lane is an average size primary school. The proportion of pupils known to be eligible for a free school meal is above average. Almost all the pupils are of Pakistani or Indian heritage. Most pupils speak English as an additional language. There is a small number of pupils from European backgrounds. The proportion of pupils supported by school action plus or with a statement of special educational need is below the national average. Amongst the awards the school has achieved are Food for Life award and an inclusion award. The school shares the site with a Children's Centre which is not run and managed by the school and is subject to a separate report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. Pupils are extremely keen to learn and are very well prepared for the next stage of their education. The headteacher and senior staff provide a clear and ambitious vision for the future and staff are very highly motivated to achieve it. Pupils, parents and carers are fully supportive and extremely proud of their school.
- All groups of pupils make outstanding progress and reach above average standards overall by Year 6. The school is very successful in ensuring that pupils of all abilities, including disabled pupils and those who have special educational needs, aim high and achieve very well. The high proportion of pupils with English as an additional language from different heritage backgrounds also achieve extremely well.
- The quality of teaching is outstanding. Teachers and support staff bring learning to life through fast-paced and highly motivating activities which take hold of the pupils' attention and instil the skills and desire to learn. The school recognises the importance of continuing to build on its current successful ways of involving pupils in taking greater responsibility for their own learning and improving their own work.
- Pupils are kind, thoughtful and considerate towards each other. They say they feel very safe and are extremely well looked after. Their behaviour in and around school is exemplary and they have a very good understanding of how to keep themselves free from harm.
- The headteacher and her team of teachers work very closely together, constantly improving the quality of education they provide. As a result, the school has built on the many strengths seen at the last inspection and there has been a strong trend of improvement in many aspects of its work, including pupils' achievement. The rich and very well-planned curriculum promotes high levels of spiritual, moral, social and cultural development throughout school.

What does the school need to do to improve further

- Continue to build opportunities for pupils to take further responsibility for organising and improving their own work in order to deepen their learning by:
 - building on the strengths of the curriculum to extend the scope for pupils' own initiative
 - developing procedures for marking and feedback that prompt pupils to follow up on advice given as they build up the skills of managing their own work.

Main Report

Achievement of pupils

Pupils of all abilities make outstanding progress from their starting points. Parents and carers agree. Children enter the Early Years Foundation Stage with skills which are generally well below those typically expected for their age. Children rapidly develop very good social and learning skills which prepare them extremely well for their future learning. They are extremely curious and eager to learn more. For example, they are utterly engaged in the process of making their own recycled paper, explaining their ideas to each other and writing letters to older children to collect more materials. Their early communication and number skills are quickly and systematically developed and they apply them very well. The close partnership with the local Children's Centre is building the strengths of young children's learning in many ways. As a result, there is a consistent trend of improving achievement and a rapid narrowing of any gap between the achievement of different groups of children.

Throughout school pupils' progress in reading is outstanding. Standards are above average by Year 2 and Year 6 and there is a trend of rising standards for all groups of pupils. Pupils' understanding of letters and sounds and how they are written is extremely good in response to a sharp focus on these skills, which they practise frequently. As a result, all groups, including disabled pupils and those who have special educational needs, have very good skills in decoding new words and reading fluently. Pupils also frequently use high quality research and comprehension skills to deepen their learning. For example, Year 3 pupils made excellent use of an index, contents list, and skim-reading techniques to gather and record information quickly on the life cycle of animals. They speedily organised the information into non-chronological texts of their own. Pupils' writing skills are extremely good. Pupils' writing grabs the reader's attention both because of the maturity of the content and the consistently high standard of presentation. The excellent improvement in pupils' handwriting since the last inspection has had a very positive impact on their productivity and capacity to write freely on a wide range of subjects. The increasingly good opportunities for pupils to plan and organise their own work through the curriculum are boosting standards further, especially for the more able. The school is continuing to build on this good work.

Pupils' mathematical skills are very good. Pupils have quick mental recall of key multiplication and other facts and use them well to solve problems. For example, in Year 6 their excellent knowledge of multiples and factors is extremely well used in investigating the properties of prime numbers using the mathematical theory of 'the sieve of Eratosthenes'. They make very good use of information and communication technology (ICT) to hone their skills. The pupils' pride in their work and care in their presentation contribute to the effectiveness of this work.

Quality of teaching

Teachers are highly motivated and frequently inspire pupils to aim high. They make learning a very enjoyable and challenging experience and pupils speak highly of their lessons. Parents and carers are wholly positive about the strong quality of teaching. Their views are reflected in the findings of the inspection. There is an excellent balance between the very effective direct teaching of literacy, numeracy and other learning skills and highly imaginative opportunities to apply them through many subjects. For example, pupils' mathematical work on parallel and perpendicular lines is very successfully developed through their high quality art work based on Kandinsky.

Lessons are very well planned with great attention given to the needs of all groups of learners and individual pupils. The teachers' marking is very effectively used to guide pupils to the next steps in their learning. They very often involve pupils in feeding back on their own and each other's work and, as a result, pupils' self-critical skills are increasingly well developed. The school is building on these skills to give pupils even more ownership and management of their own work in order to drive standards even higher and recognises the importance of continuing to do so.

Lessons are fast-paced and lively. Teachers make extremely good use of vibrant resources such as hand-held ICT and the school's different outdoor areas to bring learning to life. They use lively, multi-sensory games to deepen pupils' learning, such as 'Fizz Buzz' for number patterns or 'Synonym Circus' in literacy lessons. Teachers make excellent use of sharply focused and open questions to deepen pupils' knowledge, understanding and the quality of their learning. Teachers ensure that they focus questions on the needs of different groups of learners, such as those of different abilities, so that all pupils make the best progress they can. The staff carefully plan small-group and individual activities to boost the learning of pupils who require it, whether they are potentially high attaining or struggling with specific skills. Pupils receive bi-lingual support in their home language, where this is felt to be needed, in order to allow them to benefit fully from all the school has to offer. These activities are frequently reviewed and monitored to ensure that they are fully effective in meeting these needs. The excellent management of pupils' behaviour and highly effective learning environment contribute outstandingly well to pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils' behaviour is outstanding in and out of lessons. They have a very thorough understanding of the teachers' high expectations and successfully strive to meet them. Playtimes are very busy and very orderly because there is a lot to do and

pupils are very clear about what is expected of them. A wide range of demanding physical and sporting activities takes place alongside much quieter ones, such as investigations in the woodlice homes in the eco-garden. Pupils from many different heritages and backgrounds play and work harmoniously together. Incidents of poorer behaviour are extremely rare and are very positively and effectively managed. Well-trained pupil play leaders and those on the school council contribute very well to the high quality of behaviour. Parents and carers strongly agree that behaviour is good, as do the pupils. Attendance is above average for all groups of pupils and has improved very well since the last inspection.

Pupils have an excellent understanding of the different types of bullying through the very good curriculum opportunities. For example, the Year 3 pupils are very proud of their understanding of cyber-bullying and eager to show the strategies for avoiding it on the school's website. Pupils with emotional and behavioural difficulties are carefully monitored and supported to improve and manage their own behaviour successfully.

Leadership and management

The headteacher provides calm, clear and creative guidance to enable staff and pupils to fulfil their potential fully. She is extremely well supported by her deputy headteacher and other senior and middle leaders. All aspects of the school, such as coordination of the Early Years Foundation Stage and that for disabled pupils and those who have special educational needs, are very well led and managed. The governing body makes an outstanding contribution to the direction the school takes through its well informed and managed committee system. Staff, the governing body, pupils and parents and carers make a very effective contribution to accurate self-evaluation procedures which underpin high quality school improvement planning. A large percentage of staff take opportunities to develop their own teaching and leadership capabilities. The performance management and professional development systems are very effective in developing the outstanding quality of teaching and learning. The school promotes equality of opportunities for success and appreciation of diversity extremely well and tackles very rare examples of discrimination effectively. Safeguarding procedures meet requirements and the school is very vigilant and pro-active in ensuring all aspects of pupils' safety. Sustained and marked improvements to pupils' achievement, attendance and the quality of provision ensure that the school continues to have an outstanding capacity for further improvement.

The breadth and balance of the curriculum is outstanding. The school works with a very wide range of educational, community and faith partners to promote high quality learning opportunities. The partnership with the local pyramid of schools, for example, has contributed to exciting innovations in ICT development and links with the Children's Centre make a strong contribution to children's progress, particularly in the Early Years Foundation Stage. School initiatives such as 'mothers and daughters reading together' cement the bond with parents and carers and enrich learning. The school's commitment to enrich the lives of all pupils through memorable learning experiences makes an excellent contribution to pupils' spiritual, moral, social and cultural development. The many excellent examples of high quality pupils' work on display demonstrate the strengths and challenge of the curriculum. Regular visits and

visitors and a very wide range of extra-curricular activities and successful sporting events enrich not only the pupils', but also the visitors' experiences.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 May 2012

Dear Pupils

Inspection of Field Lane Junior Infant and Nursery School, Batley, WF17 5AH

Thank you for the warm and friendly welcome you gave the inspectors when they visited your school recently. You go to an outstanding school and we would like to tell you about some of the very best things about it.

- You work extremely hard and make excellent progress in all your subjects.
- Teachers make lessons very exciting through games, quizzes and the use of ICT.
- Your vibrant art work and careful handwriting help to make the school a very colourful and attractive place to be.
- Your behaviour is outstanding in the classroom and in the busy playgrounds and the eco-garden.
- Your teachers take excellent care of you and you are very kind and considerate towards each other.
- You told us that school is a very safe place to be and the school council, play leaders and other groups all help to make it even better.

To help the school stay outstanding we have asked the headteacher, staff and the governing body to provide even more opportunities for you to organise and improve your own work.

We hope you continue to enjoy school, work hard and take good care of each other.

Yours sincerely,

Andrew Clark
Lead Inspector

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