

# Birkby Junior School

Mead Street, Fartown, Huddersfield, HD1 6HE

**Inspection dates** 8–9 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils continue to make good progress in learning to read and write and in mathematics. Pupils' achievements in mathematics are particularly good.
- The quality of teaching is good with some that is now outstanding. Classroom assistants and voluntary helpers are highly valued in this school and are instrumental in helping children to learn at a rapid pace.
- The behaviour of pupils is good. Pupils are exceptionally well mannered, polite and are keen to learn. Older children take great care in making sure they complete homework, have the right equipment and understand the importance of attending school every day.
- The school's work to keep pupils safe and secure is outstanding. Parents say their children are looked after well. The school is a harmonious community.
- The diligent and inspired leadership of the headteacher, with strong support from the leadership team and governors, has resulted in significant improvements in teaching and learning.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. There is still some teaching that requires improvement. In some lessons, pupils are not always given tasks that challenge them enough.
- The standards that pupils reach in reading and writing are not as high as those in mathematics.

## Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, two of which were observed jointly with senior leaders.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school's recent parental surveys. Responses on the on-line questionnaire (Parent View) were too few to be representative.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Faheem Chishti, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

## Full report

### Information about this school

- Birkby Junior School is a larger than average sized primary school and has increased the number of pupils on roll rapidly.
- A very significant number of pupils join part way through the school year and a substantial number also leave the school before the end of Year 6. Typically, around one-fifth of the school population changes every two years.
- Most pupils are from minority ethnic groups, with the vast majority speaking English as an additional language. This is a much higher proportion than average.
- An above average proportion of pupils are eligible for the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is above average, while the proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school manages a breakfast club for pupils.
- The vast majority of pupils enter this school from one nearby infant school.

### What does the school need to do to improve further?

- Raise the good quality of teaching to outstanding by ensuring that:
  - all pupils are given work that is sufficiently difficult to stretch them throughout lessons
  - pupils are expected to and are given more opportunities to speak articulately using extended sentences
  - the good and outstanding teaching that already exists within the school is shared so that all teachers have a clear understanding of what makes good and better teaching.
- Improve achievement in reading and writing by:
  - ensuring that all pupils are inspired to read and that their reading is checked by an adult frequently
  - providing more opportunities for pupils to check and improve their own work.

## Inspection judgements

### The achievement of pupils is good

- Children enter this school in Year 3 with skills that are slightly below those expected for their age in reading, writing and mathematics.
- The school carefully measures the progress of all pupils. This shows that pupils who stay at the school between Years 3 and 6 progress slightly better than those who have joined midway through, typically by about five week's worth of work.
- The proportion of pupils reaching the standards expected of them in writing and mathematics is rising at a much faster pace than that nationally. This improvement is not matched in reading where standards have been relatively low in recent years with little sign of improvement. However, overall, the school is improving at a faster pace than that seen –nationally. Pupils are making better progress than is expected nationally.
- The improvement in how well pupils do in mathematics is excellent. All pupils make good progress including those that join the school part way through. Progress has been above average so that standards are now in line with national expectations. It is particularly pleasing to see that the number of pupils who reach the higher standards in mathematics is now also comparable to the national figure.
- By the end of Year 6, pupils reach broadly average standards in mathematics but they have some way to go to matching this in writing and particularly in reading.
- Progress has now improved significantly. All year groups last year made more progress than would be expected of them in almost all subjects. This pattern has continued and in fact has improved even further this year.
- Disabled pupils and those who have special educational needs receive good support so that they make good and sometimes outstanding progress taking into consideration their starting points.
- Pupils who benefit from the pupil premium funding make similar progress to other pupils in the school because money is spent wisely on meeting their individual needs. Those known to be eligible for free school meals attain standards at the end of Key Stage 2 that are similar to their peers in school.
- The learning and progress of pupils who are most able is good, as shown in the school data and through lesson observations and work in books. More than double the number of pupils than there were two years ago now reach higher levels in all subjects by the end of Year 6. Even so, overall the proportion of pupils achieving the higher levels still lags significantly behind the national average.

### The quality of teaching is good

- Teaching in the majority of lessons observed by the inspectors was of a good quality, with a small proportion outstanding. This was mirrored by what inspectors found in pupils' workbooks and matched the school's own view from monitoring of teaching over time.
- Teachers and other adults in the classroom work seamlessly together to ensure that the pupils' learning needs are met well. Most lessons have three or four adults present at any one time, which ensures that most pupils have quality time with an adult for significant periods.
- An impressive building is complemented by the hard work of the teaching staff who produce lively, colourful and informative displays. The school is immaculate and well-presented.
- Staff have an acute understanding of the needs of their pupils which ensures that lessons are well planned to meet pupils' learning needs. Aided by pupils' good manners, these plans are usually executed impressively. For example, in an outstanding Year 4 mathematics lesson, the teacher skilfully managed a constant flow of new knowledge to a class with wide-ranging ability in a systematic manner. Pupils were enthused and rose to the challenge set by the teacher and the three other adults in the room.

- However, this high standard in teaching is not fully consistent throughout the school. In some lessons, the work is too easy for the most-able pupils and there are too few opportunities for pupils to learn by finding things out for themselves. Pupils are also not expected or given the chance to speak using full sentences often enough.
- The teaching for disabled pupils and those with special educational needs is good because all adults and the particularly skilled teaching assistants ensure pupils receive support which is well matched to their needs.
- The vast majority of parents who responded to questionnaires or met with inspectors are very happy with the quality of teaching experienced by their children. In a meeting with inspectors, parents commented that 'staff could not do any more'.
- Although pupils understand the features of good reading and how authors use certain language to convey certain messages in stories, they are not yet inspired to read for pleasure and enjoyment as frequently as they should.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Birkby Junior School has a calm, organised learning culture. As a result, staff rarely have to resort to managing inappropriate behaviour in lessons, around the school or during break times.
- Pupils move around the school sensibly, following rules and guidance very well from adults as well as other children. For example, well-choreographed routines in assembly ensure pupils are not kept waiting long before being dismissed, enabling a prompt start to their lessons.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of different types of bullying, including those posed through using the internet and other electronic devices. Pupils say they feel safe and cared for well.
- There is a positive climate for learning and excellent relationships exist between pupils and all staff including administrative and maintenance staff. They clearly enjoy working together as a team in this harmonious school. For example, many staff, including the school caretaker, play an active role in various after-school activities, which pupils thoroughly enjoy attending.
- Behaviour is extremely well managed in school with considerable supervision by adults and by pupils who take on specific responsibilities. However, pupils are not yet allowed to manage their own behaviour on a regular basis nor able to resolve conflicts without the aid of an adult.
- Pupils behave very well in lessons. They cooperate well with each other, listen to instructions and try to do the best they can in most cases. Occasionally some pupils, mainly boys, become distracted if the teaching does not interest them enough.
- There is a good sense of community and spirituality in this school. Most days begin with a whole-school assembly, which sets the tone for the day, giving pupils a sense of pride in themselves and their school.

### **The leadership and management** are good

- The headteacher provides clear and purposeful leadership. As a result, staff have clear roles and expectations and work extremely well together as a team. The school is successful in producing its own leaders through support and training and provides good opportunities for staff promotion.
- Checks on the quality of teaching and learning by the headteacher and senior leaders are extremely thorough. They provide rigorous feedback to teachers about how their practice can be improved and give an overview of the strengths and weaknesses across the school. As a result, the quality of teaching has improved but some teaching still requires improvement. Performance management arrangements are linked appropriately to pupils' progress and any pay progression for both teaching and non-teaching staff.
- Middle leaders are highly valued and contribute well to the overall leadership of this school. All

leaders have concise plans with easy to use methods to measure their impact and success on pupils' learning. They usually share ideas and resources well together, but the skills of the most talented teachers in school are not fully used as good models for others to emulate, particularly to help the more inexperienced staff.

- The tracking of the progress of all groups of pupils by senior leaders is of an advanced nature. They are acutely aware of which subjects and which groups of pupils require the greatest improvements and have sharp improvement plans to address these. The support given to pupils with special educational needs is good. Their progress is checked very well comparing with other pupils in the school and with national figures. This ensures these pupils make good progress.
- The rich curriculum has a range of links to different subjects, is meaningful and exciting for pupils and usually relates to their backgrounds. A recent focus on using the local area as a learning resource is proving fruitful, but parents and pupils say they would like even more educational experiences out of school.
- The school is highly thought of by the local authority and they have used its leadership to support other schools. As a consequence, the school is expanding significantly having accepted an increase in the numbers of pupils it is allowed to admit in each year group.
- The primary school sport funding is being used to provide specialists sports coaches to teach physical education lessons alongside school staff, to enable regular competitions with other local schools, to give further support to the most talented pupils and to provide extra clubs and activities in school.
- **The governance of the school:**
  - The committed governing body are clear about the strengths of the school and are effectively addressing areas for improvement. The governors are expert professionals and education professionals and so have very good knowledge, including of specific curriculum subjects, enabling the school to benefit from their advice and support. They often refer in depth to data showing the school's performance and plans, as well as summary information provided by school leaders. Governors ask challenging questions of the headteacher and other senior leaders to ensure good financial and legal management. They are developing their role of challenging the school regarding the standards reached and progress made by pupils. Governors have a sound knowledge of the quality of teaching in the school, often visiting lessons or meeting with teachers. They have an excellent understanding of how to use performance management to reward good teachers and to tackle weaker teaching, and have supported the headteacher in eradicating inadequate teaching in the past. Governors make appropriate use of information to plan the use of funding, such as the pupil premium and sports funding. They make sure that such funding is having a positive effect on pupils' learning by comparing their progress with other pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	431767
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	431767

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Huxtable
<b>Headteacher</b>	Susan Davis
<b>Date of previous school inspection</b>	10 March 2011
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