

Fitzwilliam Primary School

Second Avenue, Fitzwilliam, Pontefract, West Yorkshire, WF9 5BA

Inspection dates 8–9 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Achievement is good. Progress is good in reading, writing and mathematics in all year groups.
- All teaching is at least good, some is outstanding. Teachers use a range of questioning techniques effectively and use their subject knowledge well to deepen pupils' thinking and understanding.
- Children make good progress in the Early Years Foundation Stage.
- Behaviour is good and pupils feel safe in the school.
- Attendance is above average. This reflects pupils' enjoyment. They say that school is fun.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- The governing body provides the right balance of support and challenge. All governors carry out their roles and responsibilities effectively.
- The headteacher and the governing body have improved the quality of teaching and produced a good school where pupils are happy, achieve well and are encouraged to have high aspirations.

It is not yet an outstanding school because

- Sometimes teaching assistants are not always used well enough to support pupils' learning.
- Pupils' presentation of their written work in their themed workbooks is not as good as in their other books. Teachers' marking in these workbooks does not always help pupils improve their work.
- Teachers do not always give enough attention to the basic skills of reading, writing and mathematics when pupils are working in subjects other than English and mathematics.
- Pupils entitled to pupil premium and those with additional needs are not able to do their best when tasks and activities do not interest or excite them and are not meaningful to them.

Information about this inspection

- The inspection team observed 12 lessons, including one with the headteacher. Inspectors watched pupils being taught in small groups and observed a whole school assembly.
- Inspectors listened to pupils reading in Years 1, 2 and 6 and spoke to them about their work.
- Discussions were held with key staff, three groups of pupils, six members of the governing body and a telephone conversation was held with a representative from the local authority. Inspectors talked informally with pupils on the playground at break and lunchtimes.
- Inspectors looked at a range of documentation, including governing body minutes, records of pupils' progress, safeguarding and records relating to behaviour and attendance.
- Account was taken of the 21 responses to the on-line questionnaire (Parent View). Inspectors also analysed the responses to the inspection questionnaire completed by 36 staff.

Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Jean Tarry	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils are from White British backgrounds.
- At the time of the inspection a group of Year 5 and 6 pupils were out on a three-day residential visit.
- There have been a few changes to the teaching staff since the previous inspection.
- The proportion of pupils supported by the pupil premium funding is above average. This is additional government funding for pupils who are known to be eligible for free school meals, children of service families or those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion identified for additional support through school action plus or with a statement of special educational needs is slightly below average.
- The school meets the government floor targets, which are the minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school manages its own breakfast and after-school clubs.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is outstanding by ensuring that:
 - teaching assistants are used more effectively to support pupils' learning in classrooms
 - the same high quality marking seen in pupils' literacy and mathematics books is used to help pupils make improvements to their topic and themed work
 - the presentation of pupils' writing is of a high standard
 - tasks given to those eligible for the pupil premium and those with additional needs interest and excite pupils and are meaningful to them
 - the basic skills in reading, writing and mathematics are taught well in a range of different subjects so that pupils have more chance to practise and improve their skills further.

Inspection judgements

The achievement of pupils

is good

- Most children join the Early Years Foundation Stage with skills that are typically well below those expected for their age, particularly in communication and language and in personal, social and emotional development. Children make good progress because the adults meticulously plan and cater well for their individual learning needs and interests.
- Pupils enter into Key Stage 1 with skills that are slightly below average, especially in writing. They make good progress as they travel from Year 1 to 6. Even though attainment dipped in 2013, it is generally broadly average by the time they leave at the end of Year 6. Pupils in all year groups are making at least good progress in all subjects. The current Year 6 pupils are on track to achieve average standards of attainment from very low starting points.
- Disabled pupils and those with special educational needs are given skilled and targeted support from trained teaching assistants. Those with severe learning needs receive high-quality small group and one-to-one teaching. As a result, they make good progress from their individual starting points and this is helping them to gain more confidence, although their attainment is low. However, occasionally, their progress is slower because some of the activities in subjects other than mathematics and English, such as gluing and sticking, do not get the best out of them.
- Those pupils eligible for the free school meals make good progress, similar to those who are not eligible. These eligible pupils are mostly the same pupils who are disabled and have special educational needs and are mostly boys. This is why there are wide gaps in attainment between them and the others in the school. This skews the school's external data. In the 2013 national tests, pupils known to be eligible for free school meals were just under five terms behind the other pupils in the combined mathematics, reading and writing tests. The gap is closing over time but varies for the different year groups.
- The most able pupils are clearly identified. They make good progress because the work they tackle extends them and gets the most out of them. Current Year 6 pupils are on track to reach well-above average standards in reading, writing and mathematics.
- Results in the Year 1 phonics (the sounds that letters make) national test have significantly improved over the last year and are above average. This is because pupils who are at the early stages of reading are taught well. Reading is promoted well throughout the school. This includes the school having a 'story night' where pupils came back to school dressed in their pyjamas while staff and governors read stories dressed up in the characters from their favourite books. This is helping pupils to enjoy reading and listening to stories for pleasure.
- Writing has been a school focus this year. Leaders have taken effective measures to improve pupils' spelling, grammar and punctuation. Pupils have dedicated time on the timetable to learn their spellings. As a result, their written work is more accurate. However, the presentation of their writing is not always neatly presented.
- Mathematics is taught effectively and consistently across the school. As a result, pupils make good progress. The proportion of pupils who made better progress than that usually expected (three levels) in the 2013 test was above average.

The quality of teaching

is good

- Teachers have good subject knowledge. This was seen in a Year 5 art lesson, where the teacher's excellent subject knowledge rapidly developed all pupils to know the importance of colour blending and know how to use the correct paintbrush techniques to create high quality paintings.
- Teachers use a range of questioning techniques well to probe pupils' ideas and get them to think more deeply about their explanations. This was observed in a Year 6 lesson where the teacher used a variety of effective questioning to successfully get pupils to fully explain their reasons

why they felt that the letter they were discussing was well written.

- All teachers are consistent and effective in the way they teach pupils how to work out their number calculations. Teachers keep a close check on pupils' work and understanding. They are quick to help when pupils do not understand. In Key Stage 1, teachers are using very innovative ideas to help pupils to understand the concept of subtraction by using the 'action figure' called 'subtraction girl' who always ensure that items 'go missing'.
- Teaching is good in the Early Years Foundation Stage. The classrooms in both the indoor and outdoor areas are carefully thought out and successfully stimulate children's imaginative skills through play and encourage them to develop their writing skills. Children are proud of their many achievements that are recorded in their learning journey journals, which they can freely and regularly read with their parents and each other.
- Teaching assistants that provide extra small group support for those pupils who have additional learning needs work well with them to help them to make good progress. However, sometimes the teaching assistants that are in the classrooms are not used as well to support pupils' learning.
- Teachers marking in pupils' mathematic and literacy books are of a high quality. It clearly informs pupils on the next steps needed to improve their work. However, this high quality marking is not seen in pupils' topic and themed books.
- The good teaching of the basic skills of reading, writing and mathematics is not always evident when pupils are working in different subjects. Pupils do not get enough chance to practise and improve these skills.
- Sometimes the tasks given to those with additional needs and the pupil premium are not meaningful to them because they do not always excite or fully interest them.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are friendly, polite and courteous. Their attitudes to learning are good. Behaviour at lunchtime is good. Pupils are given a range of resources to play with including different types of writing equipment and different size boxes which they have lots of fun playing with. Behaviour is not yet outstanding because pupils say on the rare occasion that they do not have their own teacher, their behaviour is not as good.
- Children's behaviour in the Early Years Foundation Stage is good. They play and work well together. They are good at sharing the different toys and resources with each other.
- Pupils are very serious and well committed to the extra roles and responsibilities that they take on around the school such as litter picking. They feel that all pupils are listened to. The school council members are pleased that they have met with members of the governing body and have helped to improve meals at lunchtime.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and feel confident that they know they can discuss any issues with any of the adults in the school. A group of pupils have helped members of the governing body to undertake a health and safety audit to ensure that they are kept safe at all times.
- Pupils have a good understanding of the different forms of bullying, including physical, verbal and cyber bullying. They feel that it hardly happens and if it does, it is sorted out quickly. The school has a group called 'Anti-Bullying Champions' who effectively help pupils to become friends and help to solve some of their friendship issues.
- Pupils take pride in their school and look smart in their uniforms. All classrooms are tidy. All of the coats and bags are neatly hung on the pegs. All pupils, including those in the Early Years Foundation Stage wear the correct clothing for their lessons in physical education.
- Attendance is above average. This is because of the high priority given to it by the headteacher, for example during assemblies, and pupils enjoy coming to school.
- Breakfast club provides pupils with a healthy and calm start to the school day. The after-school club helps them to complete their homework activities.

The leadership and management are good

- The headteacher's leadership is effective; she is the main driver for raising standards and is extremely well organised. She has effectively created the school as a place to learn that is stimulating, purposeful, warm and calm. She ensures that the deputy headteacher, senior leaders and members of the governing body are fully involved in the focused approach to ensuring that pupils achieve well.
- Teaching is consistently good because all senior and middle leaders effectively keep close checks on it. All outcomes of any monitoring of the quality of teaching and learning are regularly fed back to teachers. They are very clear on what next steps are needed to improve their teaching. Teachers are given regular training and support to continue to improve their practice.
- Middle leaders are experienced practitioners and are effective in driving improvements for their areas of responsibilities. They support the senior leaders in closely tracking pupils' progress so that they can quickly address any underachievement. This helps all pupils to do equally well.
- The range of subjects is well organised based on themes and places great emphasis on trying to improve pupils' aspirations. Computers and other technology are used imaginatively by staff to capture pupils' interests.
- The range of subjects and activities pupils experience in school effectively promote pupils' spiritual, moral, social and cultural development. Pupils have the chance to develop good social skills. For example, pupils in Year 1 effectively worked together in small teams for sustained periods of time to build a den and complete a booklet for the character called 'Traction Man'. Pupils have made their own charter that clearly displays their view of what it means to be equal which they refer to regularly.
- The sports premium funding is used effectively to improve the skills of teachers to deliver high quality lessons in physical education. As a result, pupils are much more involved in physical and health-related activities.
- The school has established good working relationships with parents. Activities such as inspire workshops and book swaps encourage parents to support their child's learning.
- The local authority provides 'light touch' support for this good school.
- All safeguarding policies and procedures meet statutory requirements.
- **The governance of the school:**
 - The members of the governing body are well established, experienced and very committed. They have made plenty of effort to improve their skills by undertaking an external review of governance. From this they have developed their own action plan as they do not want to become complacent. They have had bespoke training which has helped to improve their skills even further. All of them carry out their roles well. They ask searching questions and provide the right balance between support and challenge to senior leaders. This is because they have a good understanding of the school's strengths and weaknesses in its performance.
 - Governors are linked to an area of the curriculum and they come into the school regularly to closely check on the school's work. They have agreed principles and procedures during and after their visits. The outcomes of the visits are always reported to the full governing body and to staff. The governing body is fully informed about teachers' performance management and has a good overview of what is being done to reward good teaching and tackle underperformance.
 - The budget is healthy and governors know how the sports and pupil premium funding are spent and what difference they are making to 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

Unique reference number	130970
Local authority	Wakefield
Inspection number	443960

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	230
Appropriate authority	The governing body
Chair	Graham West
Headteacher	Susan Harrison
Date of previous school inspection	17 May 2010
Telephone number	01977 722235
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