

# Fixby Junior and Infant School

Lightridge Road, Fixby, Huddersfield, West Yorkshire, HD2 2HB

**Inspection dates** 29–30 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher's drive and ambition for the school provide a firm foundation for school improvement. She is well supported by a good staff team and strong governing body. As a result the quality of teaching and learning has improved well since the previous inspection and is now good.
- All groups of pupils achieve well and make good progress in reading, writing and mathematics. They take pride in their work and present it well.
- Early years provision is good. Children are well prepared for their future education. They are keen to learn and make good progress.
- The quality of teaching is good overall. Teachers use marking and feedback effectively and teaching assistants are deployed well.
- Pupils are well behaved, polite and friendly. They feel safe and attendance is above average.
- The curriculum is well planned and promotes pupils' spiritual, moral, social and cultural development strongly. Pupils take their roles as prefects and play leaders seriously and they make a good contribution to the school's positive ethos for learning.

### It is not yet an outstanding school because

- On a few occasions, pupils do not achieve all of which they are capable because teachers do not always adjust their teaching in response to pupils' developing needs.
- Very occasionally, pupils do not work with sufficient urgency or self-reliance and teachers do not always fully address this.
- A minority of activities in the early years is not challenging enough for children of different abilities.

## Information about this inspection

- The inspectors observed teaching and learning throughout the school and also conducted several short visits to classrooms. They carried out two joint observations with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to several pupils read.
- They held discussions with groups of pupils, the Chair of the Governing Body and other governors, a representative of the local authority, and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 45 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents, and spoke to several parents during the inspection. They also considered the responses from staff to the inspection questionnaire.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress; the school's plans for improvement; the management of teachers' performance; the use and impact of pupil premium funding; and records relating to pupils' behaviour and to safety and child protection.

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Sharon Lambert	Additional Inspector
Robert Pye	Additional Inspector

## Full report

### Information about this school

- The school is larger than an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, those supported by pupil premium funding, is well above the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils from minority ethnic heritages is well above average and has increased since the previous inspection. The proportion of pupils who speak English as an additional language is also well above that usually found.
- Children attend the Reception classes on a full-time basis.
- The school provides a breakfast club.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- An independently run pre-school is situated on the school site. It is subject to a separate inspection and receives a separate report, which is available at <http://reports.ofsted.gov.uk>
- The headteacher was appointed in April 2014 after the previous inspection. Several teachers, including members of the leadership team are also new to the school.

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

- Build on the already good and improving teaching in order to accelerate pupils' learning further by:
  - ensuring teachers adjust their teaching during lessons to address pupils' developing needs
  - developing pupils urgency in their work and increasing their self-reliance
  - ensuring that all activities children undertake in the early years are sufficiently challenging for all abilities.

## Inspection judgements

### The leadership and management are good

- The headteacher has an exceedingly clear vision for school improvement and is driving change and development with energy and enthusiasm. She has created an increasingly strong staff team and is rapidly improving the quality of teaching and pupils' achievement throughout the school. In particular, procedures to improve the quality of teaching and promote pupils' good behaviour have improved significantly since the previous inspection.
- The reorganised senior leadership team provides good role models for other staff and is increasingly skilled in raising the quality of teaching and in setting targets for which others can aim. Senior leaders work well with the headteacher to make sure that any inconsistencies identified in the quality of teaching are now speedily addressed.
- Middle leaders are effective in their roles and contribute well to school improvement. For example, they create detailed and accurate action plans which support school improvement. This has contributed well to developments to teaching and learning in mathematics and phonics (letters and the sounds they make). Several staff are new to their roles but are already having a good impact on further improvement. As a result, although achievement and the quality of teaching are not yet outstanding, the school is well placed to address the few remaining inconsistencies in teaching and learning.
- Self-assessment is accurate. It is securely based on accurate assessments of pupils' achievement and other aspects of their learning and development. The school has developed new procedures to assess pupils' progress following recent changes to the National Curriculum. These procedures are contributing well to effective teaching.
- Staff morale is high. Teachers, teaching assistants and support staff appreciate the effective procedures for staff training and development.
- Pupils make good progress in a number of subjects because teaching is well informed through good-quality training delivered both through the school and through links with other schools and the local authority. The local authority provides good support through regular challenging reports and arranging specific training, for example in mathematics and early years education.
- Staff are held fully accountable for the progress their pupils make and are required to fulfil stringent criteria, linked to pupils' achievement, to reach the next salary level.
- The school tackles any issues of discrimination and fosters good relations well. It promotes equality of opportunity successfully and this contributes to the well-being of children and their families. This is evident in the narrowing gap between the attainment of disadvantaged pupils and others.
- Statutory safeguarding requirements are met. Policies are effective, up-to-date and reflect robust local and national guidance. Staff are well trained and vigilant in child protection and supported by good systems of communication and record keeping.
- The additional funding for disadvantaged pupils is used well and has an increasingly positive impact on minimising any gap between the standards they reach and those of other pupils. Expenditure is precisely measured and analysed by leaders and the governing body to increase its effectiveness.
- The curriculum is rich and often imaginative. Literacy and numeracy are central to the school's work. Pupils have good opportunities to develop musical, artistic and sporting skills. The school makes effective use of primary school sport funding and builds on existing good links with local professional sports organisations. The impact of the expenditure is closely monitored to ensure it successfully contributes to involvement in competitive sports and team games and to the development of teachers' skills in physical education.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are well prepared for life in modern Britain through assemblies and work in many subjects. For example, pupils conduct well-informed debates on democracy through their history work on Ancient Greece or learn about issues of poverty and environmental issues through studies of fairtrade and rainforests.
- **The governance of the school:**
  - The governing body is well led and managed. Governors are passionate about the school and make a good contribution to school improvement. Members' skills are closely matched to the roles they undertake on the governing body.
  - Since the previous inspection, the governing body has reviewed all aspects of its work and improved its efficiency. It has reorganised the timing and structure of meetings to make sure it always receives the most recent information and data on pupils' achievement, which governors understand well, and school development.
  - The governing body is well informed through detailed reports from the headteacher linked to the school

improvement plan and through their own frequent and systematic checks on the school's work, such as learning walks with senior and middle leaders. They make very good use of this information to hold leaders increasingly to account.

- Governors are well informed of the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They are clear about the steps the school takes to address any aspects of underperformance.
- The school's policies and website are updated regularly and the governing body ensures statutory requirements are met. Finances are well managed by ensuring close scrutiny of all aspects of budget planning and raising challenging questions on, for example, the use and impact of specific spending such as the pupil premium and sport funding.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils enjoy their school and are eager to talk about their experiences. Pupils are polite and friendly towards each other and their teachers.
- Pupils' conduct in lessons is good, in response to the high expectations of all staff. This is a strong improvement from the previous inspection and reflects the headteacher's high expectations and the rigorous application of the school's behaviour policy. Very occasionally, pupils are not as self-motivated as they could be when teaching does not fully meet their needs.
- Pupils work well with others. They work hard and take pride in their work and their appearance. They increasingly assess their own work and do so accurately. They take pride in fulfilling their roles as school councillors, prefects and play leaders.
- The school makes good use of primary sport funding for outdoor activities at lunchtimes and after lessons. These contribute to the development of pupils' personal skills, including cooperation and sportsmanship as well as to their physical fitness and health and well-being.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Leaders and the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment.
- Attendance is consistently above average. The school has rigorous procedures to promote good attendance and punctuality, including the effective use of pupil premium funding.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying including racist, homophobic and cyber bullying. Well-planned assemblies, special days and studies in several subjects reinforce pupils' knowledge and understanding. Attractive and informative newsletters and the school's website contribute to pupils' and parents' awareness of these issues.
- Pupils rightly feel that there are few incidents of bullying and know what they would do should any occur. They are tolerant of others' views and beliefs and staff and the governing body work well to promote this.
- The school keeps detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. There are few exclusions. The school has had good success in supporting pupils who have emotional and social difficulties, to improve their management of their own behaviour.
- Pupils are prepared well for the potential dangers they may meet in later life. They learn road safety from the early years on. Older pupils learn how to cycle with care. Personal and social education, including activities with the emergency services, teaches them how to avoid the dangers of drugs and alcohol misuse as well as fire safety and other concerns.

## **The quality of teaching** is good

- Staff know their pupils well. They make good use of accurate assessments of pupils' progress to set clear targets for pupils to reach in all subjects. The good use of assessment ensures that pupils of different abilities and sometimes different ages working alongside each other achieve well. Pupils feel that their work generally challenges them and helps them improve.
- Teachers establish good relationships with their pupils and have high expectations for their success throughout the school. As a result all groups of pupils are keen to learn, work hard and aim to do their best. The management of pupils' behaviour is more consistent than at the time of the previous inspection

and is evident in the calm and orderly classrooms.

- Funding for disadvantaged pupils is used well to provide teaching closely matched to their individual needs. Leaders regularly analyse and review the effectiveness of specific activities to address any gaps in learning to ensure they are effective and that staff are suitably trained.
- Lessons are often imaginative and engage all groups of pupils. Teachers make good use of a range of strategies and well-prepared resources to inform and involve pupils in their learning. Pupils have precise targets to help them reach the next level in their work.
- The teaching of literacy is good. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately.
- Pupils' love of reading is promoted strongly throughout the curriculum. For example, they study classic and popular children's literature as a basis for studies in history, science and religious education. Writing skills are systematically and thoroughly taught. Pupils develop a fluid handwriting style by Year 2. Teachers expect pupils to write for a wide range of purposes and accurately apply the grammar, spelling and punctuation skills they are learning. Similarly, teachers expect pupils to write quickly and regularly with accurate spelling and punctuation. As a result pupils are more productive than they were at the time of the previous inspection.
- The teaching of mathematics has improved since the previous inspection. The school has fully reviewed the curriculum for mathematics and the subject leader has worked closely with specialist subject leaders from the local authority. Pupils apply increasingly effective mental and written calculation skills in real-life problem-solving situations and are challenged to explain their reasoning.
- Marking and feedback are now used well. All groups of pupils take time to respond to marking during the 'Fix It' period in most subjects and improve their own work. This is making a strong contribution to pupils' learning in mathematics and also to raising standards in writing.
- Pupils who speak English as an additional language are taught well. Timely and accurate assessments of their learning needs, sometimes in their heritage language, ensure they get off to a good start to all aspects of their learning from the early years onwards.
- Teaching assistants are deployed well. They are effectively informed through accurate assessments of pupils' progress and the good quality of teachers' planning. They ask challenging questions of pupils to extend pupils' understanding and provide timely support, particularly to pupils with special educational needs.
- Occasionally, pupils' progress slows because teachers do not always adjust their teaching in response to pupils' changing needs during lessons. For example, pupils sometimes complete more sums that they already know how to do before moving on to more challenging new learning. On a few occasions, teachers miss the opportunity to deepen pupils' understanding by asking further supplementary questions to follow up on their responses.
- Very occasionally, pupils do not work with all the urgency and self-reliance they could and some opportunities are missed to promote this. For example, sometimes adults step in too soon to explain work to pupils rather than allowing them to develop their ability to work things out for themselves and to think critically.

## **The achievement of pupils** is good

- Pupils of all abilities make good progress overall in reading, writing and mathematics throughout the school. The school is now successfully building on the above-average results for national tests pupils consistently reach by the end of Year 2. This impressive attainment by the end of Year 6 is now being maintained.
- In 2014, however, the proportion of pupils who made more-than-expected progress in mathematics by Year 6 was below average. This was largely due to the fact that this group of pupils had not made the most rapid progress they could over time, as they did not have the consistent benefit of the current good teaching throughout the school.
- The new headteacher and her staff have taken strong and effective action to tackle any historical gaps in pupils' learning. The evidence of the inspection shows that the majority of pupils in the current Year 6 are now working at levels above those normally expected for their age in reading, writing and mathematics.
- Disadvantaged pupils make increasingly good progress compared to all pupils nationally. The school makes effective use of funding for disadvantaged pupils. At the end of 2014 disadvantaged pupils in Year 6 were two terms below non-disadvantaged pupils in the school in reading, writing and mathematics. They were one term below non-disadvantaged pupils nationally. Inspection evidence shows that the attainment

gap between disadvantaged and non-disadvantaged pupils is narrowing across the school and particularly in Year 6.

- The most able pupils achieve well overall. These pupils show good levels of maturity, enthusiasm for their work and, when given the opportunity, as they increasingly are, the ability to take the initiative. They retain facts well and make good use of their skills to solve problems and conduct investigations in a number of subjects. For example, they make good use of their knowledge of positive and negative integers and place value to solve complex number patterns in Year 5.
- Disabled pupils and those who have special educational needs achieve well from their individual starting points. Their individual needs are regularly and accurately checked. Teachers ensure that they progress well, particularly in reading, writing and personal development and are prepared well for their future learning.
- Pupils who speak English as an additional language also make good progress. Their achievement is accurately tracked and teachers ensure that any gaps in vocabulary or understanding are speedily addressed.
- Pupils read well. They take a lively interest in books. Pupils' phonic skills are well developed and they use them well to tackle unfamiliar words. The results in the Year 1 national screening check for phonic skills are now above average and have improved well since the previous inspection. By Year 6, pupils of all abilities read with evident enjoyment. They choose books which challenge them, including works of Shakespeare and Tolkien, and sometimes in response to literature promoted through the topics and themes they study. They have a good understanding of the development of character within a story and the inferences of the plot and are confident to discuss these.
- Pupils write well for a wide range of different purposes and make at least good progress. By Year 2, standards are well-above average. They present their work to a very good standard and handwriting is largely fluent and neat. This is now increasingly the case in Years 3 to 6. For example, in Year 6 pupils write well with mature phrasing and a good knowledge of grammar and punctuation; in their recounts of the story of *Macbeth* they use complex sentences and thoughtful phrasing such as, 'Lady Macbeth, who was no doubt ruthless, would murder anyone for her husband. Despite the fact that she knew her husband was weak, she felt she was the one to teach him.'
- Pupils now achieve well in mathematics throughout school. Standards have been below those of reading and writing by the end of Year 6 in the past but improvements to the curriculum and the quality of teaching are strongly addressing this. Pupils build on their knowledge of number facts such as number bonds and multiplication tables to use these skills well in written calculations.
- The headteacher's drive and clarity of purpose has strengthened the school's effectiveness in addressing any underachievement. Occasional remaining inconsistencies in the quality of teaching and learning mean that achievement is good overall but not outstanding.

### The early years provision

is good

- Leadership and management are good. There have been several staff changes and the school has worked closely with the local authority to review provision. The quality of teaching is good overall and procedures to assess children's progress are effective. This is a result of thorough procedures to evaluate and improve staff's skills and curriculum planning.
- Children's starting points are largely below those typical for their age, particularly in reading and writing skills. They make rapid progress in these areas and so, by the end of Reception, they are well prepared for their next stage of learning in Year 1. Children of all abilities make good progress and standards are at least in line with national averages. Achievement across the Reception class is therefore good.
- Relationships are good. Staff establish good relationships with parents from the very start through helpful procedures to prepare children for Reception and to settle them in to their new surroundings. These procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning.
- Literacy and communication skills are well taught and this supports the rapid progress many children make in reading and early writing, including those who speak English as an additional language. Staff make effective use of indoor and outdoor activities to improve children's speaking skills, to form a firm foundation for reading and writing development. Children have good opportunities to write for a range of reasons, such as when they record their trails of mini beasts.
- Disadvantaged children in the early years achieve well and make good gains in their early language and communication skills. The school has strong links with educational and health agencies, such as speech therapists, to provide early support to children with special educational needs if needed.

- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension, addition and subtraction. They are largely stimulated by the opportunities for role play and questions which help them think and reason. This is evident in, for example, intricate and well-observed pictures of spring flowers.
- Teachers make accurate assessments of all aspects of children's achievement and use these to plan future learning. Overall, teachers and teaching assistants question children closely to secure and extend their knowledge and their understanding of the world.
- Children of all abilities work and play very well together and concentrate on their activities. Their behaviour and safety are good. They feel safe and are cared for well. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. Teaching assistants and other adults are deployed well to have a good impact on children's achievement across all areas of learning.
- Occasionally, however, activities that children choose for themselves do not provide sufficient challenge for different abilities. Staff sometimes miss the opportunity to promote learning further through deeper questioning.



## 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>	107634
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	462251

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miriam Lowbridge
<b>Headteacher</b>	CL Allen
<b>Date of previous school inspection</b>	8 May 2013
<b>Telephone number</b>	01484 226650
<b>Fax number</b>	01484 226687
<b>Email address</b>	office@kirkleeseducation.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

