

Inspection of Birdsedg First School

Birdsedg First School, Penistone Road, Birdsedg, Huddersfield, West Yorkshire
HD8 8XR

Inspection dates: 21 and 22 September 2022

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

What is it like to attend this school?

Pupils are happy to come to school. Pupils, parents and staff join in the whole-school session of 'wake-up, shake-up', led by the older pupils. Everyone enjoys this lively start to the day. Pupils live up to their school motto, 'Birdsedge Best', in everything they do.

Leaders are ambitious for every pupil, including those with special educational needs and/or disabilities (SEND). They want everyone to be successful learners. They plan the curriculum and lessons carefully to achieve this.

Pupils behave extremely well. They are kind and respectful. They are enthusiastic learners and try hard in lessons. Pupils look out for anyone who needs help, in or out of lessons, and do their best to support each other. Pupils, parents and staff say that there is no bullying at Birdsedge. Pupils say that they sometimes fall out but this never develops into anything serious. They learn how to form positive relationships right from the start of the Reception Year.

Leaders carefully plan assemblies and events that prepare pupils to be responsible citizens of the future. A range of after-school activities ensure there is something to interest everyone. The outdoor environment is put to good use for learning and promoting physical and mental well-being. Pupils love 'Forest Fridays', not least because 'no one minds if you get dirty!'

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

Leaders, governors and staff work hard to provide the best all-round education for every pupil. Leaders have provided focused, high-quality training for staff. As a result, significant improvements have taken place.

Leaders have broken the ambitious and interesting curriculum down into small steps. This means that pupils are able to build knowledge and skills over time. For example, in a physical education (PE) lesson, pupils practised the balances they had previously learned. This enabled them to move on to more complex symmetrical balances with a partner.

Teachers adapt lessons to meet the needs of pupils in the mixed-age classes. In mathematics, pupils at different stages of learning experience a curriculum that matches their age and abilities. Teachers make sure that pupils have the knowledge and skills they need to be successful. In Class 2 (Years 3, 4 and 5), pupils have learned the writing structures needed to write a description of a setting. They have also learned specific vocabulary and knowledge about whales and the sea.

Improvements to the curriculum and teaching have strengthened what pupils know and can do. Leaders know that they need to continue to embed these improvements to help pupils produce their very best work.

Leaders leave no stone unturned in getting pupils excited about books. They see reading as the basis of learning across the curriculum. Phonics lessons for early readers follow a pattern that helps them to learn quickly. Teachers help pupils to keep up by providing extra help when it is needed. Reading books match the sounds pupils already know. This helps pupils to enjoy reading with confidence and fluency. Children in the Reception Year have already learned five sounds and can use these to read and write simple words.

This is an inclusive school. Leaders make sure that pupils with SEND receive the care and support they need to thrive. They adapt the curriculum to meet the needs of all pupils.

Staff set an example of kindness and respect that encourages pupils to behave exceptionally well. Pupils say that they are good when no one is watching. This is true. For example, inspectors noticed a pupil patiently helping his friend to read a 'packed lunches' sign. Another pupil persevered in gently helping a pupil with SEND to use the play equipment at lunchtime.

Pupils' wider development is carefully planned and purposeful. Exceptional personal development is part of everyday life in school. Personal, social and health education (PSHE) lessons are supported by a sequence of assemblies. These extend pupils' understanding of important ideas such as equality, diversity and citizenship. Pupils value difference and treat everyone with the same level of respect.

Pupils learn to take responsibility, for example when they become school councillors, play leaders or members of the Trust Pupil Parliament. Pupils care deeply about the environment and try to make a difference. The eco council is working to reduce plastic waste from school lunches, to help protect marine life. Pupils take a leading role in significant events in the local village community. These include the annual maypole dance and the remembrance service.

Staff appreciate the quality of the training they receive and the care and concern that leaders have for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put very efficient systems in place to keep pupils safe. There is a strong culture of safeguarding. Leaders make sure all adults in school have a thorough knowledge of possible risks to pupils. Staff know every pupil very well. They know what to look out for if they have concerns about pupils' welfare and they are vigilant. Pupils know that they can talk to a trusted adult if they have any worries.

Keeping safe is woven through the curriculum. This knowledge is reinforced through a carefully planned series of assemblies and events. Pupils learn about healthy

relationships in an age-appropriate way right from the start. They learn how to stay safe online and in the wider world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils have not had time to use the knowledge and skills they are gaining from the improved curriculum and consistent teaching strategies to fully demonstrate their learning, particularly in writing. Leaders should continue to embed the improved curriculum and teaching strategies.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143790
Local authority	Kirklees
Inspection number	10241147
Type of school	First
School category	Academy converter
Age range of pupils	4 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	Board of trustees
Chair of trust	Philip Marshall
Headteacher	Donna Waddington
Website	www.birdsedgefirst.org
Date of previous inspection	18 and 19 December 2018, under section 5 of the Education Act 2005

Information about this school

- The school is much smaller than the average-sized primary school.
- The headteacher is new to the school since the previous inspection.
- The school is a member of the Mast Academy Trust.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the reading leader, the mathematics leader, the leader for SEND and some foundation subject leaders.
- The lead inspector met with members of the local governing body, including the vice-chair of governors.

- The lead inspector met with the chief executive officer of the trust and the school improvement officer.
- Inspectors met with a group of girls and a group of boys.
- Inspectors carried out deep dives in reading, mathematics, PE and music. These entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. An inspector also talked to the designated safeguarding leader.
- An inspector discussed the school's records on attendance and behaviour with the headteacher.
- The lead inspector reviewed the school's self-evaluation document and plans for improvement.
- Inspectors talked informally with pupils in lessons and at breaktimes.
- Inspectors evaluated the 22 responses to Ofsted's survey, Ofsted Parent View.
- Inspectors met with some members of staff and took account of the eight responses to Ofsted's online staff survey.

Inspection team

Janey Keefe, lead inspector

Ofsted Inspector

Barbara O'Brien

Ofsted Inspector

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