

Inspection of Fieldhead Primary Academy

Charlotte Close, Birstall, Batley, West Yorkshire WF17 9BX

Inspection dates: 24 and 25 October 2023

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

The principal of this school is Donna Popek. This school is part of Focus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Rowland, and overseen by a board of trustees, chaired by Paul Spencer.

What is it like to attend this school?

This is a welcoming and nurturing school. Everyone in the school lives out the school's vision of 'a great school at the heart of the community'. Staff know pupils well. Pupils say adults listen to them and support them if they have worries. Pupils have many leadership roles in school. They are extremely proud of the difference they make to their school.

The school has high expectations for all pupils. The school supports all pupils to do their best. The trust has ensured there are high-quality professional development opportunities for all staff. Pupils who need extra help receive prompt and effective support. All pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils are happy, confident and lively. They enjoy sharing their views. Pupils play well together at social times. Pupils understand the school rules and are caring towards others. All members of the school community know and commit to the 'Fieldhead Four'. This term represents the school's values, which include being kind and respectful to others. They show this through their daily activities and in their behaviour to others.

Pupils learn about different cultures through the curriculum and in assemblies. Pupils accept and welcome everyone in their school. Pupils have many opportunities to participate in activities and trips. These include competitive sporting events, and visits to places of interest, including to local theatres and London.

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

Leaders have developed an ambitious curriculum. In most subjects, it is clear what knowledge and skills pupils acquire. Most subject plans set out how pupils' knowledge will build, step by step, from the early years to Year 6. The school is aware that some subjects are not as developed as others. In the plans of the less well-developed subjects, the essential learning that pupils need to remember is not as clear as it needs to be. The school is in the process of reviewing these subjects and their plans.

Reading is a priority for the school. There is a clear structure and sequence for the teaching of phonics. Pupils who are at the early stage of reading have daily phonics lessons. Effective support is in place to ensure that children who are at risk of falling behind catch up quickly.

Pupils develop a love of reading. Staff share their passion for books with pupils, parents and carers. The school runs information sessions and reading events for parents. These events, which include the school's weekly 'rhyme time' and 'drop in and read' sessions, promote parental engagement.

The school is highly inclusive. Pupils with SEND are well supported. The school successfully adapts lessons and resources to meet pupils' individual needs. Pupils with SEND access an ambitious curriculum. The school has calm, nurturing spaces where individuals and groups get extra support. The school works closely with outside agencies to ensure pupils receive the best possible provision.

Right from the start, in the early years, the school develops strong partnerships with parents. The curriculum in the early years is ambitious. Staff identify, and respond to, children's developmental needs accurately.

Pupils have positive attitudes towards learning. Pupils behave well in lessons and around school. Staff implement the school's expectations and routines for behaviour consistently. There is little disruption to learning. There are warm, nurturing and respectful relationships between staff and children in the school.

The school has a high focus on attendance and punctuality. Appropriate attendance procedures are in place and are consistently applied. The school provides an appropriate balance of support and challenge for families where attendance is an issue.

There is a very well-established approach to supporting pupils' personal development. It is a strength of the school. Pupils are given many opportunities to become responsible and respectful citizens. Pupils play an active part in shaping their local community. Pupils contribute, for example, to activities like tree-planting and litter picking. Pupils understand the importance of community involvement. Pupils are inspired to make a positive difference to their local area. Pupils relish the many opportunities available outside the classroom. Pupils value the visits to museums and places of worship, such as to the mosque and local church in Dewsbury. Pupils know how to stay safe online. Pupils understand what it means to be healthy. Pupils learn about friendships and positive relationships.

Trustees and governors have an excellent knowledge of the school. They understand what the school does well and what the school needs to do to make it even better. There are robust procedures in place which challenge, and support, the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not defined fully the key knowledge to be taught. As a result, some lessons can deviate from the intended learning outcome. Leaders should continue to develop and refine curriculum plans to ensure that all curriculum plans set out precisely what pupils must learn and when.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139357
Local authority	Kirklees
Inspection number	10290228
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	Board of trustees
Chair of trust	Paul Spencer
CEO of the trust	Helen Rowland
Principal	Donna Popek
Website	www.fieldheadprimaryacademy.co.uk/
Dates of previous inspection	4 and 5 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative education provision.
- The school is part of Focus Academy Trust.
- This is a smaller than average-sized primary school.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met the principal, the vice-principal, the special educational needs coordinator and the early years leaders. Inspectors also met with the school's business manager and other staff.
- The lead inspector met with members of the local governing body, including the chair.
- The lead inspector held a meeting with the chair of the trust board and a trustee. The lead inspector also met with the trust's chief executive officer and education director.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The team considered the responses to Ofsted's survey, Ofsted Parent View, and the responses to Ofsted's surveys for pupils and staff.

Inspection team

Jane Clayton, lead inspector	Ofsted Inspector
Richard Crane	Ofsted Inspector

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