



Field Lane Junior Infant and Nursery School

Inspection Report

Unique Reference Number 107637
LEA Kirklees
Inspection number 277792
Inspection dates 12 December 2005 to 13 December 2005
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Albion Street
School category	Community		Batley
Age range of pupils	3 to 11		West Yorkshire WF17 5AH
Gender of pupils	Mixed	Telephone number	01924 326 378
Number on roll	200	Fax number	01924 326 379
Appropriate authority	The governing body	Chair of governors	Mrs Raheela Khan
Date of previous inspection	13 November 2000	Headteacher	Mrs Carol Oakley

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized primary school. Nearly all pupils are of Asian Indian or Pakistani backgrounds with hardly any of white British backgrounds. Four pupils are refugees. The proportion of pupils having free school meals is above average. The socio-economic circumstances of the area are well below average as is pupils' attainment on entry. The proportion of pupils with learning difficulties and/or disabilities is about average and very few pupils have statements to provide for their needs. The nursery is accommodated in temporary accommodation awaiting the building of a Children's Centre for children aged 0 to 5 years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Field Lane's overall effectiveness is good and it serves its community well. This judgement agrees with the school's view. The school provides good value for money and has good capacity to improve. The headteacher and deputy headteacher lead the school well and are supported effectively by other staff. Governance is satisfactory.

Pupils make good progress throughout the school, especially in learning English as an additional language, because teaching is good. However, standards by the end of Year 6 are below average. Provision for children in the nursery and Reception classes is effective. Pupils' personal development is good. Pupils enjoy coming to school and they respond well to the supportive care they receive. Although parents are appreciative of the education provided for their children, attendance is below average and punctuality is unsatisfactory. Some parents do not realise that taking their children on holiday during term time and not ensuring their children arrive on time for lessons will adversely affect their education. The curriculum meets the needs of all pupils well. Since the last inspection, standards in English have edged upwards and pupils' behaviour is now excellent.

What the school should do to improve further

The school knows what needs to be done. In particular, it should focus on:

- raising standards, particularly in mathematics and science, by improving the consistency of teaching and the marking of pupils' work to reflect the best practice
- helping parents to appreciate the importance of good attendance and punctuality.

Achievement and standards

Grade: 2

Pupils, including those learning English as an additional language, those with learning difficulties and/or disabilities and refugees, achieve well, although the standards they reach are below average by the end of Year 6. Children in the nursery and Reception classes make good progress from their well below average starting point. However, despite good teaching, the children do not reach the standards expected nationally by the time they enter Year 1, particularly in communication language and literacy and in mathematical development. In Years 1 and 2, pupils build well on their prior attainment and make good progress, especially in learning English. In the 2005 Year 2 tests, the school's results were exceptionally low because of the higher proportion of pupils with learning difficulties and/or disabilities.

As forecasted by the school, standards at the end of Year 6 in 2005 were overall significantly lower than the national average. The school identified weaknesses in this particular group of pupils and provided additional support for them. The help given was particularly effective in English though less so in mathematics and science. Over time, English standards have risen steadily and in 2005 were the highest since the last inspection. In contrast, standards in mathematics and science were much lower than

previous years. Although targets for the proportion of pupils to reach the level expected of their age and above were exceeded in English, pupils did not perform as well in the national tests in mathematics and science compared to teacher assessments. Inspection evidence confirms that the present Years 2 and 6 pupils are set to reach higher standards.

Personal development and well-being

Grade: 2

Pupils' personal development is good and their behaviour is outstanding. This means they are ready to learn through collaboration and teamwork. The school motto 'together we learn' is evident in practice. A poster that highlights 'stickability is the secret of success' sums up pupils' good levels of concentration. Pupils know they are at school to work hard. The school promotes successfully a healthy lifestyle for its pupils through a focus on healthy eating and regular exercise.

Pupils' spiritual, moral, social and cultural development is good. Spirituality is nurtured well through the arts and an appreciation of nature. Moral development is based on 'golden' rules and high expectations. These guide pupils to take responsibility for their own behaviour and to understand its effect on others. A good range of opportunities is given for pupils to grow socially and to contribute to the community. The school builds well upon the pupils' cultural heritages.

Pupils enjoy their education but attendance is below average, mostly because a significant number of families take extended holidays. Punctuality is inadequate because a minority of pupils are often late and miss out on the initial daily learning.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and this leads to pupils making good progress in their learning. This matches the school's view. First hand experiences enhance pupils' learning; for example, boys and girls were keen to write about their exciting experiences when they visited a local museum and dressed up as Tudor servants. In an outstanding lesson, the teaching provided very good guidance in writing an historical account about World War 2. Very good questioning and challenge moved pupils' learning on at a fast pace. Pupils were very keen to improve their work, particularly when spurred on by supportive comments and suggestions. Where there are weaknesses in teaching, lessons are not planned well enough and expectations are too low.

The marking of pupils' work is satisfactory, overall. It is good in English because comments clearly indicate how well pupils have done and what is the next step of learning, although this is not the case in mathematics and science. In English, pupils are provided with individual targets for improvement. The school is aware that in mathematics target setting is less well developed and teachers mainly set whole class or group targets. These are less effective in raising standards.

Curriculum and other activities

Grade: 2

The good curriculum matches the interests of all pupils well and fully meets requirements. Particular strong emphasis is placed on developing pupils' English skills. Recent action is addressing relative weaknesses such as improving pupils' use of mathematical language, increasing opportunities for scientific investigations and improving guidance for teachers in information and communication technology. In nursery and Reception classes, a lively curriculum is being extended into Year 1 to ensure a smoother transition into learning in the National Curriculum. The school has successfully widened the curriculum; for example, a specialist teacher from the local high school now teaches French in Year 5. Visitors and visits, including a residential experience for older pupils, are used well to provide an extra dimension to learning. A good range of out-of-school activities adds enjoyment to learning, such as a variety of sporting, artistic and scientific clubs. Pupils' maturity and understanding of healthy lifestyles are developed well through effective emphasis on personal, social and emotional development and citizenship.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good and parents agree. Pupils say they feel safe: this is because staff care for them well. Any incidents where pupils are unkind to others are dealt with quickly and firmly. Arrangements for child protection are clear and secure. The school understands pupils' needs and responds well to them. It works alongside external agencies to provide the best it can for all groups of pupils, including pupils learning English as an additional language, refugees and those with learning difficulties and/or disabilities. Since the last inspection, the school has successfully begun to reduce absence through a range of awards for good attendance but not enough is being done to promote punctuality. Academic and pastoral guidance are sound, based on assessment of the pupils' needs and effective use of targeting helps pupils learn English.

Leadership and management

Grade: 2

Leadership and management are good. Monitoring and evaluation successfully identify strengths and areas to develop and the outcomes closely match the inspection judgements. The school has made changes carefully, leading to an interesting curriculum, which underpins the good teaching and learning. The views of parents and pupils are taken into account; for example, the 'weekly packet' of news for parents and homework for pupils was in response to requests for improved communications. Senior and middle managers provide good support to the school. Responsibilities have been devolved and teamwork is good. Staff work hard to promote the pupils' pastoral care and personal development. This is led well by the headteacher so pupils become confident learners. The deputy headteacher leads assessment and teaching initiatives

well and complements the work of other leaders. The chair of governors has a clear view of the school and is working with a relatively new team of colleagues to increase the impact of governance. Governors are willing to attend training and to contribute regularly to the newly established school improvement group, which is just beginning to steer the school's work. Good leadership and effective teaching promote strong relationships with pupils and parents and ensure the school's good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school:

- we are pleased that you behave extremely well, work hard in lessons and all get on so well together
- we are glad that you are taught well so that you make good progress in your learning
- the headteacher, staff and governors look after you well and know how to make your school better.

What we have asked your school to do now:

- we want you to work with teachers to improve standards, particularly in mathematics and science
- a few of you are arriving late for lessons and not attending school often enough, especially by having holidays in term time. So, we have asked the school to work with your parents to try to make sure you arrive at school on time and to avoid taking you on holidays during term time.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.