



# Birdsedge First School

## Inspection Report

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**Unique Reference Number** 107649  
**Local Authority** Kirklees  
**Inspection number** 287881  
**Inspection dates** 27–28 September 2006  
**Reporting inspector** Anna Dawson

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

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<b>Type of school</b>	Primary	<b>School address</b>	Penistone Road
<b>School category</b>	Community		Birdsedge, Huddersfield
<b>Age range of pupils</b>	5–10		West Yorkshire HD8 8XR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01484 222714
<b>Number on roll (school)</b>	76	<b>Fax number</b>	01484 222714
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Christine Pickavance
		<b>Headteacher</b>	Miss E Williams
<b>Date of previous school inspection</b>	11 March 2002		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This small first school takes pupils from the village and surrounding districts. Pupils come from a wide variety of backgrounds and meet the full ability range. Most enter the Reception class with skills that are broadly average for their ages. Pupils are largely from White British backgrounds. The proportion of children with learning difficulties and/or disabilities is just above the national average. There has been a change of headship since the last inspection. The pupils leave at the end of Year 5.

The school has been awarded the Healthy School Standard, an Active Mark for sport and the FA Charter standard.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which provides exceptionally good value for money. It meets all the needs of its pupils and serves the community extremely well. The pupils achieve particularly well right from the start in the Foundation Stage where there is especially good provision. Children enter school with very wide ranging but broadly average attainments. They all make exceptionally good progress both in personal and academic skills. By the time they leave at the end of Year 5 most have already attained, and a good proportion exceeded, standards that are usually expected of older pupils in English, mathematics and science. The school is successful in its aim that 'every child matters' and that its pupils achieve their full potential. Its success is the result of dedicated and hard working teachers who constantly strive to meet the needs of all the pupils through outstanding teaching. Pupils make extremely good progress in their social and emotional development. As a result of the care, concern and high quality teaching the pupils receive they become confident learners with mature social skills and a range of basic and thinking skills that equip them very well for future life. The curriculum is rich and provides many opportunities for pupils to excel and follow their interests, particularly in sport, the arts and information and communication technology (ICT). Although this is a small school it is outward looking. There are excellent links with neighbouring schools and the school is in the first stage of linking with schools internationally.

Since the last inspection, improvement has been excellent and there is good capacity to improve further. The school has improved the provision and the accommodation for the Foundation Stage and the provision in ICT. Standards have risen in ICT and examples of work seen were above average. The new headteacher has made a good start to the leadership and management of the school. The staff take on many curriculum responsibilities and work very well together to ensure that pupils achieve as well as they can, particularly in English, mathematics and science. Strengths and weaknesses are analysed conscientiously and in depth. Writing is the school's focus at present. The staff accurately identify that there is more that can be achieved to motivate pupils to develop their writing skills through employing such strategies as role-play and drama. Self-evaluation is accurate, although modest in its grading, and the inspector judged the school to be more effective than it judged itself.

### What the school should do to improve further

- Implement the strategies it has identified to further improve pupils' writing.

## Achievement and standards

### Grade: 1

Children get off to a very good start in the Reception class and they make exceptionally good progress in their language, mathematical and personal and social development. By the end of their Reception year almost all children work within, and the more able exceed, the expected standards in all areas of learning. Pupils continue to do

exceptionally well in Key Stage 1 and achievement and standards are high in reading, writing and mathematics by the end of Year 2. This extremely good progress is built on throughout Key Stage 2 and pupils continue to achieve very well. By the end of Year 5 many attain, and the higher attaining exceed, the standards nationally expected in English, mathematics and science of Year 6 pupils. Where pupils' attainment in writing is not quite as good as in mathematics and science, successful action has been taken to bring about improvement and standards are rising. Throughout school high standards were observed in pupils' social and personal skills and in ICT, art and music.

## **Personal development and well-being**

### **Grade: 1**

The pupils greatly enjoy school and have very positive attitudes towards learning. They say they are happy and enjoy being challenged by 'fun and exciting lessons'. The development of independent learning and thinking skills and pupils' ability to work and get on well with others are a strength. Pupils feel safe and secure and attendance is exceptionally good. One pupil reflected the feeling of many that they like school because, 'There was no bullying.' There were many instances of pupils' obvious respect and care for one another. Consequently, relationships within school are excellent and behaviour is exemplary. The pupils' spiritual, moral, social and cultural development is extremely good. In Key Stage 2, for example, pupils are made aware of global topics such as 'fair trade' and 'sustainable development'. Pupils know how to stay healthy and make informed healthy eating choices and take advantage of the many opportunities for physical exercise. The school council manage a budget and have improved playground provision. All pupils develop independent and problem-solving skills as, for example, they use their initiative to raise monies for charity and participate in community events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers have expert subject knowledge and high expectations of pupils. Their teamwork is impressive in planning interesting topics and lessons that consistently challenge all pupils. The work of the teaching assistants is high quality. They help individual and small groups of pupils to 'catch up' on their targets and give valuable support to those pupils with learning difficulties and/or disabilities. Consequently they achieve as well as others. Teachers are confident in trying new ways of imaginative teaching such as role-play and drama to inspire pupils to write more creatively and imaginatively. Pupils benefit from the stimulating and often outstanding lessons. For example, older pupils know that the role-play and subsequent discussions they have with each other helps them to learn a lot. Teachers make excellent use of assessment information to plan work that meets the needs of all pupils. Consequently, all pupils feel valued and respond very well to the outstanding quality of marking, which helps

them to improve their work. Pupils benefit from enjoyable lessons, which are taught by specialist visiting teachers such as in art and drama.

## **Curriculum and other activities**

### **Grade: 1**

Teachers plan extremely effectively and imaginatively across subjects to make learning practical in nature and inspiring to all pupils. There are rich opportunities in art and music for pupils to deepen their understanding and express their ideas. Work on topics in mixed-age groups contributes to the exceptional progress that pupils make in their personal and social development. There are exceptionally good links with other schools, which are used to good effect to share resources and develop curriculum expertise. International links through the 'Comenius Project' with schools in France, Germany and Poland are in the early stages of development. The importance of adopting a healthy lifestyle is promoted very well. There are numerous activities for pupils to foster their skills and interests in school and during after-school activities. These include the many school trips, visiting experts, learning French and the after-school clubs. By the time they leave school, pupils are prepared very well with enduring learning skills.

## **Care, guidance and support**

### **Grade: 1**

The staff care for all the pupils exceptionally well, developing both their academic and personal and social skills. Parents recognise that, as one of them commented, 'All our children's needs are catered for at Birdsedge.' For example, pupils with learning difficulties and/or disabilities are identified at the earliest opportunity and a wide range of intervention strategies are used very successfully to help children to overcome their difficulties. Procedures for safeguarding pupils meet current government requirements. The staff provide exemplary academic and personal guidance for all pupils. This enables pupils to work successfully towards very challenging academic targets and develop life-long social and thinking skills. Parents are very supportive of the school and help their children with homework and research activities, which support the development of their children's learning.

## **Leadership and management**

### **Grade: 1**

The new headteacher spent valuable time at the end of last term in a 'changeover period' of leadership, getting to know the pupils, staff and governors and sharing the development of the school improvement plan. The pupils' welfare and the provision to ensure they reach their potential are paramount in the aims of the school. The headteacher has made a good start to continuing the excellent ethos of care in the school where every child matters. The teachers receive very good professional development and carry out their responsibilities extremely well at every level. There is an extremely strong culture of working and learning from one another in school and

from the local neighbouring schools. The school's focus on the development of pupils' writing skills is undertaken with enthusiasm, and innovative strategies to bring about improvement are capitalised on by the staff. The monitoring of teaching and learning, the review of pupils' work and the views of pupils and parents are used to particularly good effect to evaluate the school's progress towards its targets. Governors are very knowledgeable and very well informed. They speak enthusiastically of the involvement of the school in the community. They work very successfully with the headteacher and the staff to shape the direction of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

As you know, I visited your school recently to find out if the school is giving you the education you need. Thank you very much for welcoming me so well. I enjoyed talking to you about your work and finding out about the things you like doing.

Birdsedge is an outstanding school and a happy and exciting place. You told me you enjoy learning in lessons and taking part in many activities. I think you behave and care for one another extremely well. Even the youngest children were very good at sharing things and taking turns. You all listen very well to your teachers and work very hard in lessons. The staff work exceptionally hard to make sure you all learn as well as you can. I was pleased to see you were proud of your work and that you want to do well.

One of the jobs I have to do when I inspect schools is to see if there are any things which would make your school even better. I looked at the way you learn best through the role-play work in some classes. I saw how much some of you enjoy learning this way and how it helps you to improve your writing skills. I think that if you all continue to work like this your writing skills will become even better.

Thank you for helping me with the inspection. I hope that you will carry on enjoying lessons and doing your best.