

Fixby Junior and Infant School

Inspection report

Unique Reference Number	107634
Local Authority	Kirklees
Inspection number	336925
Inspection dates	12–13 May 2010
Reporting inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	The governing body
Chair	Mrs Mirian Lowbridge
Headteacher	Mrs Jenny Chamberlain
Date of previous school inspection	18 July 2007
School address	Lightridge Road Fixby Huddersfield HD2 2HB
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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons, observing 11 teachers and all classes. They also held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Ninety-six questionnaires from parents and carers, 90 from pupils and 11 from staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what the school is doing to support some groups of pupils, especially in English
- whether the school's self-evaluation identifies appropriate areas for improvement and there are suitable plans in place to tackle these
- how the school is responding to the changed nature of its intake.

Information about the school

This is a larger than average primary school. The proportion of pupils from ethnic groups other than White British is well above average. It has increased rapidly since the last inspection and now forms a large majority of the school. The majority of these pupils speak English as an additional language. The number of pupils with special educational needs and/or disabilities is broadly average. The proportion known to be eligible for free school meals is average. The school has a variety of awards, including those for Healthy Schools and Investors in Pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features. One parent, reflecting a typical view, commented that Fixby is helping his child 'to develop into an intelligent, caring and confident young man – happy at the school and making good progress'.

Changes in the intake of the school since the last inspection have been well managed and the school is moving forward under the good leadership of the headteacher and staff. Children make a good start to their learning in the Early Years Foundation Stage because of the good leadership, teaching, curriculum, and care and support provided. Their progress is good. The outdoor area remains underdeveloped, however. Pupils in the main school also make at least good progress from their starting points and the school can point to cases of outstanding progress, particularly for pupils who speak English as an additional language. Attainment at the end of Key Stage 2 varies but overall is broadly average, although frequently high in science. Pupils with special educational needs and/or disabilities also make at least good progress, as a result of the good support provided by the school. Teaching is good overall but varied, with some that is outstanding but some satisfactory. In these cases some activities do not appropriately match pupils' needs and do not enable pupils to work independently. The good curriculum has strengths in the use of the arts, sport, and information and communication technology (ICT), as well as a strong focus upon building an understanding of the diversity of the modern world. There is a good programme of personal, social and health education. Together with pupils' excellent involvement in school and community life these promote pupils' excellent spiritual, moral, social and cultural development.

Pupils enjoy their time in school, behaviour is good and pupils say they feel safe and valued. There is a delightfully warm, positive, tolerant and purposeful atmosphere in the school, created by the good care, guidance and support. This is helped by excellent partnership working with a wide range of organisations to meet pupils' needs.

Governance is satisfactory, with recently appointed members lacking suitable training. Safeguarding practices meet requirements but monitoring of some aspects of site safety are underdeveloped. Through its extensive self-evaluation the school has a good understanding of its strengths and weaknesses and its capacity for sustained improvement is good.

What does the school need to do to improve further?

- Ensure that the quality of learning and pupils' progress is good or better in all lessons by:

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- consistently and fully matching activities to the needs of all pupils
- giving pupils more effective guidance to help them learn independently.
- Take steps to ensure that governors new to the school receive appropriate training in order that they can support the school more effectively.
- Extend the resources for outdoor learning in Reception and their use so that children have full access to all areas of learning.

Outcomes for individuals and groups of pupils**2**

Attainment is broadly average and achievement is good. The school has responded well to the significant changes in its intake since the last inspection and put in place extensive support programmes to target pupils' needs, especially for language development. Learning is good in the majority of lessons, with pupils well engaged as a result of the good and sometimes outstanding teaching. The vast majority of pupils acquire knowledge, develop understanding and learn and practise their skills well. They are very keen to succeed and work at a good pace. Attainment, by the time pupils leave in Year 6, has varied between high and broadly average over recent years, reflecting the different abilities of year groups, but given their starting points this represents good, and for some groups outstanding, progress. Standards in current classes are mostly above average and in science high. Previous weaknesses in boys' writing are being overcome. Most pupils are on track to meet the challenging targets the school has set. Pupils with special educational needs and/or disabilities make good, and in some cases very good, progress as a result of the support they receive, especially from talented teaching assistants and through the school's excellent partnership working.

Pupils say they feel safe in the school and enjoy their learning. As a result, their attendance and behaviour are good and their workplace skills well promoted, although some weaknesses in literacy remain as a result of the variable teaching. Pupils have a well-developed sense of what it means to lead a healthy lifestyle, reflecting the school's award, although the impact of this is not seen in some aspects of healthy eating. Pupils take full advantage of the extensive range of sporting activities provided by the school. The extent to which pupils take part in the daily life of the school and local community is outstanding. Regular involvement by pupils in reviewing teaching and learning, contributing to the school's organisation and running their own community activities contribute significantly to their personal development. The school is a warm, friendly multicultural environment where difference is celebrated and tolerance and cooperation highly valued. As a result, pupil's spiritual, moral, social and cultural development is outstanding.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching and use of assessment to support learning is good overall. There is some outstanding practice but also some that is satisfactory. In the best lessons teachers demonstrate good subject knowledge and use this and different teaching methods successfully to make learning interesting and relevant. The use of talking partners is often very well developed in these lessons, helping many with their language development. Assessment data is well used by teachers in the good lessons. Pupils have clear targets and know what they have to do to reach them. Marking and feedback is helpful. However, in satisfactory lessons, the match of activities to pupils' needs is less well thought out. Guidelines on what needs to be done to complete good-quality work are insufficiently detailed and, as a result, progress slows for some and pupils are not sufficiently encouraged to work independently.

The curriculum is good. There is a clear focus upon key areas of literacy and numeracy, and ICT is well used, together with the arts, to help pupils with language difficulties to understand various topics. The curriculum has particular strengths in the way it supports the personal development of pupils within the ethnically diverse school community. Parents and carers are actively involved in lessons and there is ongoing celebration of different cultures, faiths and communities from around the world. In some classes the curriculum is not always well matched to pupils' needs, especially the less able, and transition in learning from the Reception classes to Key Stage 1 is not always as smooth as it could be.

The quality of care, guidance and support is good. Attendance has been improved as a result of the good work of specialist staff and new systems for its monitoring. The

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school provides a good range of adult learning opportunities and works very well with a wide range of agencies and partners to support pupils in their learning. Pastoral support is very good. Individual education plans reflect clear and appropriate strategies for supporting pupils' needs and there are a large number and range of additional learning programmes operating in the school at any time. The school is aware, and inspectors agreed, that some aspects of site monitoring need developing.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with determination and skill. The challenges of the school's changing intake are being met and teaching practices and provision adjusted in response to them, while maintaining good progress for most groups of pupils. The headteacher communicates this ambition well to staff, parents and carers. Subject leaders are monitoring what goes on in their areas with increased rigour and good self-evaluation practices ensure that the school knows its strengths and areas for development. Whole-school plans are in place to realise these but are lacking in detail in some areas. The school works very well with a wide range of partners to support pupils' learning and well-being, including leading on significant aspects relating to the progress of particular ethnic groups. The promotion of equal opportunities is good, but some gaps in groups' performance are still being tackled. The school's audit of community cohesion has resulted in extensive involvement at the local community level as well as links with rural schools across the region to help extend pupils' understanding of different communities. International links are under development. Safeguarding requirements are met. The governing body is knowledgeable about the school and very involved in supporting it through classroom visits. Several members of the governing body appointed earlier this year have yet to receive training, however, and their support function is therefore limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction arrangements ensure that children and their parents and carers receive a warm welcome to the school. Children settle happily in the safe environment and learn to play and work together well. The majority enter the Reception classes with knowledge, understanding and skills below the levels typical for their age, especially in speech and language. Throughout their time in Reception children make good progress in their learning, helped by the good levels of care and support they receive. By the time they enter Year 1, most are close to reaching their early learning goals, although some areas of language development remain weaker. This is because of the good and sometimes outstanding teaching they receive in an environment which caters well for their needs. They make good progress in speaking and listening, reading and writing as a result of intensive daily support through letters and sounds activities and writing strategies. Children identified as needing special support thrive in the small-group settings and respond well to the challenges made of them. Leadership and management in the Early Years Foundation Stage are good. Teachers assess children's progress frequently and well, using this to plan the next steps in learning. There is a good balance between activities that teachers direct and those that children choose for themselves. Resources in the outdoor area and its use are underdeveloped. Pastoral care is good, as is support for pupils whose circumstances may make them vulnerable. The engagement of parents and carers in the daily workings of Reception is underdeveloped. Staff training is up to date and all safeguarding requirements are met.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned the questionnaires are very happy with all aspects of the school. The vast majority consider that the school provides a safe and caring environment for their children and that it is well led and managed. They are particularly supportive of the very positive impact the school has upon their children's personal development. Inspection evidence supported this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fixby Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	56	39	41	0	0	2	2
The school keeps my child safe	53	55	40	42	1	1	1	1
The school informs me about my child's progress	53	55	42	44	0	0	1	1
My child is making enough progress at this school	42	44	48	50	3	3	2	2
The teaching is good at this school	52	54	42	44	0	0	1	1
The school helps me to support my child's learning	49	51	42	44	0	0	2	2
The school helps my child to have a healthy lifestyle	55	57	38	40	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	42	50	52	0	0	1	1
The school meets my child's particular needs	43	45	45	47	3	3	1	1
The school deals effectively with unacceptable behaviour	37	39	47	49	7	7	2	2
The school takes account of my suggestions and concerns	41	43	47	49	5	5	2	2
The school is led and managed effectively	44	46	47	49	2	2	1	1
Overall, I am happy with my child's experience at this school	49	51	45	47	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Inspection of Fixby Junior and Infant School, Huddersfield, HD2 2HB

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. Fixby Primary is a good school and there are some things about it that are outstanding. You get a good start to your learning in Reception and do well as a result of the good teaching and care you receive there. In the rest of the school you are mainly taught well and you make good progress. You say you feel safe and valued and enjoy your learning, helped by the good range of subjects and activities available to you. Those of you who find learning more difficult than others and those of you who are developing your English make good, and sometimes very good, progress due to the good care and support you receive. You have a good understanding of what it means to lead a healthy lifestyle. You make an excellent contribution to the daily life of the school by taking on various responsibilities and getting involved in the local community. The school has good links with most parents and carers and makes excellent use of partnerships with other organisations to help you in your learning. Your spiritual, moral, social and cultural development is excellent. Well done! The headteacher and staff work hard together to make your school successful. I have asked them to consider these things that will help them make it a better place to learn.

- Further raise standards by improving any satisfactory teaching to equal the best in the school, especially in the range of activities provided and in the use of guidance on how to work on your own.
- Ensure that new governors receive training to help them support the school.
- Develop resources for outdoor learning and their use in Reception.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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