

Fieldhead Junior Infant and Nursery School

Inspection report

Unique Reference Number	107679
Local Authority	Kirklees
Inspection number	336930
Inspection dates	10–11 May 2010
Reporting inspector	David Halford

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Mr Robert Manning
Headteacher	Mrs Kirsty Free
Date of previous school inspection	12 October 2006
School address	Charlotte Close Birstall Batley WF17 9BX
Telephone number	01924 326382
Fax number	01924 326772
Email address	office.fieldhead@kirklees-schools.org.uk

Age group	3–11
Inspection dates	10–11 May 2010
Inspection number	336930

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and all teachers present during the inspection were seen. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at pupils' books, assessment data and records, safeguarding arrangements and a range of school documents. Inspectors considered the responses in the 44 questionnaires returned by parents and carers and also analysed those from staff and pupils.

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

- pupils' attainment in English and mathematics since the previous inspection
- the impact of recent changes in leadership in the school
- how effectively the quality of teaching is promoting the achievement of pupils.

Information about the school

The school, which is currently housed in two separate buildings, serves a community of mainly council owned properties. The proportion of pupils known to be entitled to free school meals is well above average. The percentage of pupils from minority ethnic groups is very small in number and there are very few children whose first language is not English. The percentage of pupils with special educational needs and/or disabilities is above average, although the percentage of pupils with a statement of special educational need is broadly average.

The number on roll is below average and changes to the use of the school campus are currently being undertaken. The Early Years Foundation Stage provision currently shares one building with a Children's Centre, while the rest of the classes are accommodated in the other building which occupies the same site. Plans for the Early Years Foundation Stage to join the rest of the classes are imminent. Significant changes to the leadership of the school have taken place since the last inspection, some of which are recent.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school, which offers a high priority to pupils' health, safety and personal development. It cares for its pupils well. The headteacher, appointed since the last inspection, has established a strong and purposeful leadership team whose influence can be seen in several aspects of school life, but which has yet to impact fully on pupils' standards. However, improvements in behaviour and pupils' attitudes are leading to higher levels of attainment. Good partnerships with parents and an increasing involvement in the community are all contributing to the clear development which is taking place in this school. Parents are overwhelmingly supportive of the school, seen in comments such as, 'The school is always ready to listen to my views'. Their overall satisfaction is seen in the increasing numbers of pupils on roll in the lower age groups.

From very low starting points most pupils make satisfactory progress through the Early Years Foundation Stage and Key Stage 1, although their levels of attainment remain below those normally expected for their age. Recently published data indicates pupils' attainment is on an improving trend through Key Stage 1. In Key Stage 2 progress is satisfactory too. Overall, pupils make satisfactory progress towards broadly average standards in English, mathematics and science. Detailed monitoring systems now in place confirm this. Effective support for pupils with special educational needs and/or disabilities leads to these pupils also making satisfactory progress in their learning. In order to raise pupils' standards further the school needs to ensure that it maximises the achievement of all its pupils, but particularly in relation to the challenge it provides for the more able pupils.

Teaching is satisfactory overall and there are examples of good teaching. Pupils say that teachers 'make learning fun'. However, tasks are not always matched precisely to the needs of pupils of differing abilities. The curriculum is satisfactory. It is planned effectively giving appropriate importance to developing pupils' skills in information and communication technology (ICT) and placing a considerable emphasis on the development of pupils' basic skills. The Early Years Foundation Stage, which is satisfactory overall, is housed in spacious accommodation with direct access to outside provision of high quality.

The leadership of the school is satisfactory. The newly appointed headteacher and deputy headteacher have a clear vision for the future of the school. Supported by an able senior leadership team, they have an accurate picture of the school's strengths and areas for development, but while their impact on school is clear, as yet the impact of their efforts is not fully seen in improved attainment. The school has a strong and shared drive to promote improvement but current outcomes demonstrate a satisfactory

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

capacity to improve. Currently it provides satisfactory value for money.

What does the school need to do to improve further?

- Raise pupils' attainment in literacy and numeracy by providing higher levels of challenge to the more able pupils.
- Improve the quality of pupils' learning by matching work more closely and consistently to the differing abilities of the pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The school's most recent data, together with evidence collected from classroom observations, show that standards are improving, and although the current Year 6 cohort is small in number, the year group is on course to attain standards which are broadly average. This is clear, for example, in examples of pupils' writing, some of which shows encouraging signs of improvement. There are good levels of enjoyment in many lessons and pupils generally respond well to the adults. Pupils support each other well in lessons, for example when they shared the views of factory owners, child workers and their parents in a history lesson. They participated with great enthusiasm and good understanding. Thinking, speaking and listening skills were promoted well. The good quality of the support offered to pupils with special educational needs and/or disabilities enable them to achieve satisfactorily in relation to their prior attainment. Pupils' standards in Key Stage 1 have been below average in reading, writing and mathematics in recent years, but again the 2009 year group demonstrated encouraging progress and the school is building on this. The school is aware that attainment in English, mathematics and science needs to rise and have steps in place to bring this about.

Several aspects of pupils' personal development are good. In recent times pupils' behaviour has been very challenging and has had a negative impact on pupils' learning. This has been tackled with rigour and purpose by the school and supported by parents. It has resulted in more positive attitudes from pupils and an improvement in behaviour. Pupils say that the adults help them to do their best work and assist them effectively and this results in lifting pupils' self-esteem well. The school has worked hard to promote pupils' good attendance by linking effectively with pupils and their families. Pupils' social development is good. Pupils support each other impressively in the playground, which is well equipped with a wide variety of small apparatus to engage their interests. This ensures that all pupils are happy in school and helps them to adopt a positive attitude to school. They clearly enjoy taking on areas of responsibility and respond well. Pupils have a good understanding of right from wrong and a satisfactory understanding of other cultures. Pupils get on well with each other.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The quality of teaching and the assessment of pupils' outcomes is satisfactory and promotes satisfactory learning overall. Recent development in assessment procedures have been undertaken to ensure the accuracy of teachers' assessments. This information could be used better to ensure that tasks offered to pupils are matched more closely to their individual learning needs, and particularly in the challenge offered to the more able pupils. Pupils are becoming increasingly well informed about their progress and how to improve it through the use of very informative marking and dialogue with adults. A clear focus on learning, thoughtful use of well informed teaching assistants, high quality questioning and sustained pace through the lesson are all features of the good quality teaching. However, this effective teaching has yet to impact fully on pupils' outcomes.

The curriculum is currently satisfactory with some good elements. The curriculum provides satisfactory opportunities for learning and an appropriate range of experiences which contributes soundly to the good promotion of pupils' personal development and well-being. Pupils' work and displays around the school demonstrate some effective links between curriculum subjects, and a lesson seen where young children worked on a science programme in the information and communication technology suite linked those two subjects well. The curriculum is enriched by a varied range of opportunities which are well supported and enjoyed by the pupils.

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

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

The care, support and guidance pupils receive are good. Support staff make a good contribution to pupils' learning. Pupils know that the adults in the school care for them and respond well to this provision. This support enables all pupils, including the most vulnerable, to be fully involved in school life and to make satisfactory progress in relation to their prior attainment.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are currently satisfactory because new provision has yet to impact fully on pupils' learning. The headteacher and senior staff have worked well in a relatively short time to create a coherent team approach in which all staff are strongly committed to improvement. The staff questionnaire return indicates that all staff are proud to be part of the school. Good quality improvement planning is presented clearly. Senior staff are beginning to facilitate the development of middle leaders and staff are responding well. Teaching and learning are monitored effectively and there are effective systems for marking and assessing pupils' work, which are becoming well established. Governors are knowledgeable, support the school and have a satisfactory knowledge of its strengths and weaknesses. They have a developing understanding of how to interrogate information about the school's work and of how it is tackling the necessary areas for improvement. Staff and governors take their responsibility for safeguarding the pupils very seriously. They ensure that safeguarding procedures are good and meet current government guidelines.

The school's promotion of equal opportunities is no better than satisfactory overall, largely due to the current variations in pupils' achievement, but its approach to eliminating discrimination is good. This is seen in the detailed records the school keeps in its drive to improve behaviour. The school evaluates its work in the promotion of community cohesion satisfactorily and knows that there is further work to do in this area. It has detailed information concerning its immediate locality, but has yet to further develop the pupils' understanding of national and international cultures.

The school enjoys good links with parents and carers and there is effective communication between school and home. This contributes well to the good quality care and personal development of the pupils on which the school is building its improvements. The school works satisfactorily with a variety of outside agencies for the benefit of pupils in its charge.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Nursery class with skills that are well below typical age-related expectations, particularly in terms of their personal and social development and communication skills. Overall, they make satisfactory progress through the Early Years Foundation Stage to progress towards skills which are nearer to those expected by the time they enter Year 1. They experience a balanced blend of lively play and calm listening. There is, rightly, a strong emphasis on speaking and listening and satisfactory improvement can be seen owing to the engaging teaching children receive.

The accommodation inside the Early Years Foundation Stage provision is quite spacious and provides a wide range of experiences which the children use appropriately. They work in groups in which they feel safe and are cared for well. The outside provision is of very good quality with a very wide range of activities to engage young learners. It is not currently used to its full potential.

Good relationships are promoted by well-known routines. Sound and sometimes good teaching ensures that children achieve satisfactorily in their learning. An effective partnership is established with parents, which contributes well to the assessment of children's learning and development. The leadership of the Early Years Foundation Stage is satisfactory. It is well represented on the school's senior leadership and there are appropriate plans in place for further development as the setting moves to join the rest of the school in the other building on the site.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately one-quarter of parents and carers returned the questionnaires distributed prior to the inspection, which represents an encouraging number since many families have more than one child in school. Virtually all of the responses returned were entirely positive and expressed views in line with the inspectors' view of the school. A small minority expressed negative views; the largest number of these were concerning the manner in which the school dealt with unacceptable behaviour. Records indicate that this has been a significant area for the school to address in the recent past, but a large percentage of parents and carers believe the school has dealt with this issue effectively. The inspectors agree with the majority view. Very few questionnaires included comments and almost all of those praised the school for its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fieldhead Junior Infant and Nursery 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	45	21	48	1	2	1	2
The school keeps my child safe	28	64	16	36	0	0	0	0
The school informs me about my child's progress	24	55	19	43	1	2	0	0
My child is making enough progress at this school	18	41	23	52	2	5	0	0
The teaching is good at this school	21	48	23	52	0	0	0	0
The school helps me to support my child's learning	20	45	24	55	0	0	0	0
The school helps my child to have a healthy lifestyle	20	45	24	55	0	0	0	0
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)	17	39	22	50	1	2	0	0
The school meets my child's particular needs	22	50	20	45	0	0	0	0
The school deals effectively with unacceptable behaviour	20	45	17	39	5	11	1	2
The school takes account of my suggestions and concerns	15	34	25	57	2	5	0	0
The school is led and managed effectively	17	39	25	57	1	2	0	0
Overall, I am happy with my child's experience at this school	24	55	17	39	2	5	0	0

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.



12 May 2010

Dear Pupils

Inspection of Fieldhead Junior Infant and Nursery School, Batley,
WF17 9BX

My colleagues and I really enjoyed our recent visit to your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and you were also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy your school so much.

Fieldhead Junior, Infant and Nursery School is a satisfactory and improving school, with some really interesting work taking place. The staff care for you all well, make sure you feel safe and secure and we think that the way your headteacher and her staff manage your school will ensure that it keeps on getting even better. I shall remember your really happy singing in assembly, the widest range of playground games at break and lunchtime I think I have ever seen, and the precision with which a group of boys passed a piece of 'pirate's gold' to each other using tweezers.

When we visit schools we also look for things which will help each school to get even better. At the moment, the standards you reach in English, mathematics and science are not high enough and need to be improved, especially for those boys and girls who find learning easy. Also, we think that there are times when your teachers could give you tasks to do that match your individual skills rather more closely. My colleagues and I have asked you headteacher to make those important improvements.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely

Mr David Halford (On behalf of the team)

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.