

Birkby Infant and Nursery School

Blacker Road, Birkby, Huddersfield, West Yorkshire HD1 5HQ

Inspection dates

20–21 November 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The dynamic headteacher, senior leadership and staff recognise their strengths but are never complacent. They are continuously looking to improve their own performances and those of the pupils in their care.
- The school ethos of 'Together we can' is exemplified throughout the work of the school and is effectively demonstrated by governors through to pupils. The school runs like a well-oiled machine in every aspect.
- The headteacher and governors are always looking out across other provision and, based on their learning, developing the curriculum to meet the needs of the pupils.
- The welfare of everyone in the school, both pupils and staff, is of the highest priority. This means that pupils feel safe, secure and are ready to learn.
- All adults have the highest aspirations for the pupils. They make sure that all pupils make rapid progress from their very low starting points with the large majority leaving the school performing at levels of knowledge and skills typical for their age.
- Every child is treated as an individual. Teachers and other adults know exactly what will help each pupil to progress, and they swiftly put these actions in place. However, the most able are sometimes not given enough opportunities to further develop their independent learning.
- Behaviour is exemplary. Pupils know the high expectations of staff and other adults and rise to meet them. They know precisely the rules to follow, which leads to a calm, learning environment.
- Pupils have a strong awareness of the feelings and needs of others because emotional well-being is so effectively supported by all adults.
- The early years is extremely effective, with more than expected proportions of children achieving at least a good level of development and so being well-prepared for the next stage in their education.
- The governing body know the school and how well it is doing at depth. They use their wide-ranging skills exceptionally well to support and challenge the school effectively.
- Safeguarding is robust. The school's work with partners is exemplary. The most vulnerable pupils are spoken with every day to ensure there are no issues that could be a barrier to their learning.
- Relationships with parents could not be better. All parents praise the school and say how effectively they are helped to support their children's learning.

Full report

What does the school need to do to improve further?

- Develop even further the most able pupils' confidence as independent learners.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and managers consistently reflect on everything they do, seeking to identify improvements and so improve outcomes for pupils. This has a hugely positive impact on everyone, from staff to pupils, and raises their game.
- Recommendations from the previous inspection have already begun to be successfully addressed. The proportion of pupils working at the greater depth standard has begun to improve, with a good proportion now working just below that standard. Highly effective work has been completed to bring attendance into line with national averages, and above for some groups.
- Highly motivated staff use opportunities to develop their skills and knowledge judiciously. They bring back ideas and share good practice from courses and other settings with colleagues. They effectively identify how they can adapt and adopt these to meet the needs of the pupils at this school.
- This has led to a rich curriculum being delivered for pupils that is being continuously fine-tuned and developed. There is a clear trail of building on language and concepts. For example, understanding what a debate means and listening to each other's point of view, for early years children, through to a clear understanding of democratic systems, by the end of key stage 1. This is demonstrated well when pupils construct their own manifesto as if they were to stand for prime minister.
- The religious education curriculum successfully supports pupils to compare the major world religions, but also deepens their thinking by setting them moral problems such as how to make good choices. This deeper thinking can be seen in other aspects of the curriculum, such as science, where pupils not only learn about their senses, but are then asked to rank these in order of importance to them and explain their reasoning.
- The high expectations do not just apply to the curriculum. The 'Rainbow Rules' encompass respect, duty and democracy. These support pupils well in preparing them for life in modern Britain. Parents know these rules too. One parent who spoke to the lead inspector said how they had noticed that their child was now so much more respectful of others in the family and wider community. This demonstrates the exacting standards of behaviour you expect from the pupils and how this is having a wider impact on them beyond the school.
- The additional funding allocated to the school, such as the pupil premium to support disadvantaged pupils, is wisely spent and effectively monitored. By employing additional staff, you have ensured that all groups of pupils make rapid progress particularly in literacy. The physical education and sport funding has been used to upskill teachers and to ensure long term sustainability, and it has been used on a huge range of after-school sports clubs. Attendance at these is not seen as optional, meaning that nearly all pupils attend.
- Teachers and other adults consistently offer high-level challenge and questioning to all pupils. This strong, coherent approach is having a very positive impact on pupils' thinking and on the progress they are making. All staff check pupils' prior knowledge and understanding to ensure that the maximum learning can take place. The school's

own observations of lessons emphasise the impact of teaching on pupils' learning. They clearly identify the strengths in the teaching of each member of staff and any areas for improvement. These inform teachers' appraisal targets. A range of robust evidence is used when checking the quality of teaching so that judgements about standards and the effectiveness of the school are accurate.

- Leaders of learning and teaching know their subjects well and are monitoring progress and delivery effectively. They have been given every opportunity to develop their leadership skills and appreciate the high-quality mentoring and support that they receive from senior leaders. This has led to staff feeling more secure in their judgements in all areas and in an improvement in outcomes for pupils. Detailed curriculum planning demonstrates the development of language and concepts across the year groups. The success of this can be seen in the pupils' workbooks and in other records of work.
- The headteacher, deputy headteacher and senior staff regularly support other schools and settings. They often take a lead in training being delivered through networks of school leaders in the local authority.
- The engagement with parents is exceptional. The daily parent briefing, led by the highly skilled Family Engagement lead, provides an education for parents in itself. Staff are always available to speak at the beginning and end of the sessions, and at the more formal parents' evenings. There are homework and support activities on how to help your child, which are posted out if parents have been unable to attend the briefing. Workshops for parents to develop their own skills and understanding are regularly delivered. The secure web-based assessment system enables parents in the early years to see how their children are progressing and to contribute to assessments through reporting on developments they see at home, for example with projects their children have done at home, such as making a short video on recycling in their local area.
- The school's mission statement of 'Together we can' epitomises what the school is about, and inspection evidence endorses the fact that 'Together they do!'

Governance of the school

- The governors know the school well. They are thoughtful, knowledgeable and engaged. They are keen to see the school continue to improve. To be sure they are right in their assessments of the school, they use visits to gather valuable information by watching what is happening, focusing on a specific area of learning, and talking with staff. They also request presentations, reports and further information regarding outcomes and pupils' progress. They use this information to challenge and support the school. Since the previous inspection, they have been focusing their challenge to the school on the proportion of pupils achieving the greater depth standard and on seeking to improve attendance. Minutes of governors' meetings seen during the inspection clearly demonstrate this at sub-committee level. They are well informed and know that while the proportion of pupils working at the greater depth standard is below the national average, a large percentage are working just below this, which represents outstanding progress from their low starting points. By successfully working with all schools in the area, and by the establishment of a full-time post to follow up absences, attendance is now in line with national averages, and for some groups is consistently

above national averages.

Safeguarding

- The arrangements for safeguarding are effective.
- The leadership team has ensured that all safeguarding arrangements are fit for purpose. Safeguarding is a high priority for everyone. All staff have received appropriate training.
- All concerning behaviour is logged and monitored so that should there be any indications that a pupil is at risk of harm, then leaders can act quickly. Case files are of high quality and managed online, enabling other professionals to contribute to these records so that partnership working is strong.
- The most vulnerable children are spoken to every day to make sure that they feel safe and have no concerns. You record precisely what pupils need and are tenacious in ensuring that children and their families receive appropriate support. Safeguarding partners spoken to during the inspection state how supportive and caring the school is for these children and pupils. They were clear that the school gained an excellent insight in a short space of time and made adaptations to meet the child's needs. The positive impact of play therapy provided by the school, and additional support, meant that the children looked forward to coming to school, which provided them with a safe space while still focusing on learning.
- When a pupil causing concern is absent from school, you endeavour to contact their family within three-quarters of an hour and, if no contact is made, then the pupil is seen by the end of the day in order to make certain that they are safe. Adults teach children how to keep themselves safe from abuse. They also give parents helpful advice and guidance on how to keep their children safe, particularly when they are online.

Quality of teaching, learning and assessment

Outstanding

- Teachers and other adults have consistently high expectations of what each individual pupil can achieve, no matter what time of year they begin school, whether they are disadvantaged or are pupils with special educational needs and/or disabilities (SEND).
- Assessment information is gathered from several sources. Both internal and external moderation is used effectively to ensure that this is robust and accurate. Therefore, teachers, successfully supported by leaders, have an in-depth understanding of each pupil's level of ability. They know what pupils already understand and can do.
- Using this, and strong subject knowledge, staff plan detailed lessons that consistently have a positive impact on learning and progress. Language and concepts are introduced progressively and effectively, particularly in reading, writing and mathematics. Staff can challenge and support pupils in equal measure.
- Teachers and other adults are highly skilled in instant assessment of the pupils' learning. They adapt lessons as they do this to ensure that there is enough time and repetition to secure understanding. For instance, when working with coins to solve problems, pupils were unclear about the value and number of coins. They were given

the time to get to grips with these two different aspects of money rather than being moved on to the next stage of the lesson. They were resilient and kept focused on the task until they completely understood. Those who understood were given more complex problems to deepen their thinking and were used efficiently as role models to help others. However, the most able are not always enabled to develop their independent learning skills.

- Pupils are confident in assessing their own learning and in identifying where they need further support. For example, in a lesson observation, pupils were seen accurately identifying how confident they were with the concept of change. They then moved into different groups to access the additional support, practice or challenge they needed to move their learning forward.
- Learning is interesting and fun. For instance, in the space project being followed during the inspection, pupils learned Russian, developed teamwork skills and explored the qualities needed to be an astronaut in preparation for writing an application to be an astronaut on the space station. They studied the history of spaceflight, and there was a clear focus on equal opportunities by staff, as female astronauts and cosmonauts were cited as examples. They then thought about the personal qualities that they had and which they could bring to the role. They then had to give examples of how others saw these qualities in them, developing a deeper awareness of self and an appreciation of the views of others.
- Pupils have a love of reading. Those most-able pupils are fluent readers and can confidently make inferences about character, plot and storyline. Others readily use their phonics skills consistently well to help them read unknown words.
- Pupils who may be falling behind in their learning and progress are supported exceptionally well, including same day interventions, enabling them to quickly catch up and get back on course. As a result, all pupils make rapid progress and achieve well.
- Teachers have high expectations for the presentation of work. Nothing but the best will do, and praise and criticism in workbooks reflect this. Pupils react positively to this and consistently demonstrate improvements.
- Transition arrangements to the junior school are typically robust and well-thought-through. Regular meetings and sharing of good practice are just two elements of a rigorous transition timetable across the year.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Mental health and well-being are at the heart of the curriculum. For example, in a yoga lesson, movements are referenced back to the theme of the space topic, floating and weightlessness. Pupils consider their body position, awareness of breathing and mindfulness.
- The curriculum goes well beyond building core skills. It embraces the social and emotional alongside effective language acquisition. For instance, it develops teamwork skills. For example, pupils are challenged to pass a hoop between them without using

their hands.

- Pupils have an excellent understanding of how to keep themselves healthy. The vast majority access the after-school sports activities daily and run a kilometre every week. They discuss the five food themes and know what a balanced diet is. Even from a very young age, every opportunity is taken to discuss the benefits of healthy eating.
- Pupils can explain how to keep themselves safe when using information technology.
- They have empathy for others. When talking about the Rainbow Rules of the school, they discuss how they feel sad for pupils who lose their rainbows and, therefore, the reward to be had at the end of the week. They hold meaningful debates about what fair treatment is and what respect means.
- Pupils are proud of the additional responsibilities they are given, such as being play leaders in the playground and helping others if they are lonely or upset.
- They learn about cultures and communities beyond their own, such as through visits, celebrating religious festivals from around the world, learning to play a variety of musical instruments and singing songs from Hawaii and Gambia.
- Pupils are taught how to manage money through budgeting and learning why it is important to save money.
- From the early years, pupils learn about recycling, leading up to respecting the local environment and the community, then on to the collective responsibility of looking after the planet.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attitudes to learning are impeccable. They follow instructions, respond enthusiastically to questioning and apply themselves energetically. Teachers and other adults are excellent role models, and lessons build on this. For example, when experimenting on how to inflate a balloon, pupils listen carefully to instructions about the challenge they must undertake. However, they do not become over excited as they are wrapped in their learning, and can be seen taking turns and responding readily to the adult questioning.
- Pupils always demonstrate good manners. When being served lunches, they queue calmly and are consistently polite to adults and to each other.
- They are confident and willingly share their work with pride, such as when reading their alternative story opener for 'The Tiger who came to Tea' to the inspector, using such high-level vocabulary as 'a delicious, plentiful tea'.
- Pupils report that there is no bullying in school, but that, very rarely, there is name-calling. They are confident that once this is reported to a member of staff it is dealt with effectively. They talk of how, at this school, 'we learn how to be helpful and kind to each other'.
- Pupils cannot think of one thing that would make their school even better. They love it just as it is.

Outcomes for pupils

Outstanding

- Progress is rapid across the whole school.
- Pupils who joined the school in the early years and stay to the end of Year 2 make exceptional progress from their typically very low starting points. For these pupils, attainment is very high and exceeds that typically seen nationally. For example, of these pupils, 88% achieved the expected standard in the Year 1 phonics check in 2018, while an increasing proportion are reaching the greater depth standards across other subjects. However, this proportion remains below when compared to national averages. Meanwhile, pupils who join the school at other times make strong progress from their very low starting points. Most of these pupils are learning English as an additional language or have no prior experience of education, and the majority achieve at least the expected standard by the end of Year 2.
- Children and pupils with SEND and disadvantaged pupils make exceptional progress. Of those who start in the early years, the majority reach the expected standard by the time they leave at the end of Year 2.
- By the end of Year 2, all pupil outcomes are comparable to their peers nationally, and some do even better. Although the proportion of pupils reaching the higher standards is currently below average, when the context of the school is accounted for, this proportion also depicts a picture of outstanding outcomes from children's and pupils' low starting points. This means pupils are well prepared for the next stage in their education.

Early years provision

Outstanding

- Leadership and management of early years is diligent. All are determined to ensure that every child achieves their very best and succeeds. As a result, they have effectively developed a highly focused, purposeful and tailored personalised provision across Nursery and Reception.
- Teaching and learning have improved over time as the team continue to evaluate and research best practice, as well as learning and sharing with other settings under the guidance of the leader and senior management.
- No opportunities for learning are lost. For example, children noticed that they were accidentally trailing sand in to the classroom from the outdoors. Teachers and staff began to discuss this problem with the children to explore how they thought this problem could be solved. A brush was suggested by the children. This led to a shopping trip to buy brush parts, with writing lists, using money in a real-life situation, and a trip out to explore the local environment. On their return they then wrote to the caretaker to ask for assistance in putting brush and shank together. The children then tested their solution. This approach is typical of the high-quality work seen in the early years and is embedded in the interests of the children.
- Leaders ensure that a regular in-depth review of the needs of individual children impacts on the provision and opportunities offered, be that in one-to-one, group or whole-class interactions.

- All staff have the highest expectations of all children, while being sensitive and caring to individual needs. This is well illustrated by the continual, precise assessment of children's successes, which informs planning over time and in the moment. This means that children make rapid progress.
- Regular progress meetings and monitoring of the quality of provision by the highly skilled leader ensures that no stone is left unturned in the effort to keep up the pace of individuals learning, and that no child goes unnoticed. Teachers are held to account for the progress made by the children in their care.
- Staff begin working with families and children with SEND up to 12 months before they begin school, both at home and in other settings in the area. This means that any additional support is in place prior to their arrival and, where needed, any external support is swiftly secured. Therefore, progress for this group is equally rapid.
- There are many successful approaches that staff use to engage with parents. For example, meeting and greeting at the beginning and end of each session, home visits, workshops, phone calls and the internet-based recording system to enable the sharing of progress at school and at home. The support for parents to contribute to, be involved in and to enhance opportunities for the education of their children is exemplary.
- Legal welfare requirements are met. Safeguarding is effective, and staff are vigilant in reporting concerns. Children's well-being is paramount to all staff, and they take extra steps to ensure that children's social and emotional needs are met. For example, if children are worried or concerned about what food options they will be offered at lunchtime, staff photograph the food for that day, and can then discuss and calm any worries.
- As a result of this, and robust relationships with parents, the progress made by all children is substantial. By the time children leave Reception, attainment is broadly in line with national levels despite the low starting points of the children. This means that children are extremely well-prepared to start the next stage in their schooling.

School details

Unique reference number	107601
Local authority	Kirklees
Inspection number	10053755

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

Type of school	Nursery Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	526
Appropriate authority	The governing body
Chair	Ali Stopher
Headteacher	Diana Wilson
Telephone number	01484 223 969
Website	www.birkbyinf.com
Email address	diana.wilson@kirkleeseducation.uk
Date of previous inspection	13 February 2018

Information about this school

- This school is much larger than the average-sized primary school.
- The proportion of pupils with an EHC plan is below average but increasing.
- Almost all pupils are from minority ethnic groups, with the vast majority speaking English as an additional language. This is a much higher proportion than average.
- A very significant number of pupils join part way through each school year, and a substantial number also leave the school before the end of Year 2. Typically, around one-fifth of the school population changes every two years, and those who enter often have no prior experience of education and also speak English as an additional language.
- An above average proportion of pupils are eligible for the pupil premium.
- The school operates a breakfast club for pupils and a range of curriculum enrichment activities after school.

Information about this inspection

- The focus of the inspection was to affirm the standards identified at the previous Section 8 inspection and to find out how well children, pupils and the school were progressing.
- Inspectors held a variety of meetings with the headteacher, senior managers and other staff.
- Inspectors observed teaching across the school in 29 sessions.
- Inspectors considered a range of evidence, including the school improvement plan, leaders' self-evaluation and other documentation.
- The lead inspector met with four members of the governing body and spoke with the representative of the local authority and external partners. He considered the 17 responses to Ofsted's online survey, Parent View, and inspectors spoke with 11 parents.
- The lead inspector also took account of the 32 responses to Ofsted's online staff questionnaire.

Inspection team

Geoff Dorrity, lead inspector	Ofsted Inspector
Peter Marsh	Ofsted Inspector
Lynda Johnson	Ofsted Inspector

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