

Kerr Mackie Primary School

Inspection report

Unique Reference Number	107910
Local Authority	Leeds
Inspection number	356258
Inspection dates	14–15 February 2011
Reporting inspector	Keith Bardon

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	468
Appropriate authority	The governing body
Chair	Mrs Gillian Hayward
Headteacher	Mrs Angela Ronicle
Date of previous school inspection	16 January 2008
School address	Gledhow Lane Leeds West Yorkshire LS8 1NE
Telephone number	0113 3368499
Fax number	0113 2370569
Email address	office@kermackie.leeds.sch.uk

Age group	3–11
Inspection dates	14–15 February 2011
Inspection number	356258

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, observed 15 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 75 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils make in Key Stage 1.
- How any inconsistencies in the quality of teaching affect pupils' learning and progress.
- How well the curriculum promotes pupils' basic skills.
- The effect that changes to leadership and management since the last inspection are having on outcomes for pupils.
- The improvements made to provision in the Early Years Foundation Stage and how they are affecting children's learning.

Information about the school

Kerr Mackie is a large school with twice as many pupils as most primary schools nationally. About two thirds of pupils are from minority ethnic backgrounds with pupils of Pakistani heritage forming the largest group. Approximately half of all pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement for their special educational needs, is below average. The school has Healthy School status and has achieved the Stephen Lawrence award.

Since it was last inspected the school has appointed a new headteacher who took up the post in September 2009. A relatively large number of teachers were new to post at the start of the current school year. As a result of staff illness, three classes are currently being taught by temporary teachers relatively new to the school and a fourth by a temporary teacher, who has been employed since the start of the school year.

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

Kerr Mackie is a satisfactory school which, under the focused leadership and management of the headteacher and senior staff, is emerging from an unsettled period and showing early signs of improvement. This is most evident in the Early Years Foundation Stage where the inadequacies identified during the last inspection have been eliminated and the quality of provision has been raised to good.

The progress pupils make in Key Stages 1 and 2 is satisfactory overall and by the end of Year 6 their attainment is broadly average. Improvements in attainment at the end of reception are quite recent but are not being built upon well enough in Key Stage 1. Many aspects of pupils' personal development are satisfactory and their appreciation of the need for a healthy lifestyle is good. Staff pay careful attention to pupils' safety and welfare and the school has a strong sense of community.

While the teaching in Key Stages 1 and 2 is mostly satisfactory, variations in quality influence pupils' learning. The best lessons are planned and delivered with creativity and flair and stand as examples of good practice for other to gain from. At times, in an attempt to cover a large amount of material, teachers fail to discuss and question sufficiently and opportunities to extend and deepen pupils' knowledge and understanding are missed. The strategies teachers use to maintain class discipline and ensure pupils' good behaviour are far more effective in some lessons and classes than in others. On occasions, lessons are adversely affected by excessive noise or pupils' lack of attention.

With the exception of provision in the Early Years Foundation Stage, many key aspects of the school's work, including pupils' progress and the quality of teaching, have remained satisfactory. Senior leaders and managers monitor the work of the school systematically, form an accurate picture of its performance and plan carefully for its improvement. These plans are shared with other staff, but this is not enough to ensure their complete understanding or to enable them to play an active role in the school's development. The governing body understands and supports the school well but many governors are relatively new and still to acquire a full understanding of how to hold the school fully to account and challenge it to improve. Taking all factors into account, the school's capacity for improvement in the future is satisfactory.

Up to 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.

What does the school need to do to improve further?

- Accelerate the progress pupils make in Years 1 to 6 and improve the quality of teaching by:

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

- sharing the most effective practice fully across the school
- utilising effective behaviour management strategies and applying them consistently
- taking time to discuss work and question pupils to deepen their knowledge and understanding.
- Raise attainment in Key Stage 1 by ensuring teachers take fully account of the skills and abilities children are now gaining in Early Years Foundation Stage and build securely on the good start they are making.
- Increase the effectiveness of leadership and management by:
 - providing all staff with a full understanding of the school's priorities for improvement and a clear role to play in its development
 - increasing the ability of the governing body to hold the school to account and challenge it to improve.

Outcomes for individuals and groups of pupils**3**

Most pupils enjoy school and feel that they learn a lot in their lessons. In general, they try hard to follow the instructions and guidance teachers give them, but a few need regular reminders to pay attention. The majority of pupils readily answer questions put to them, but are much less inclined to volunteer answers spontaneously. Levels of concentration in lessons vary because in some classes pupils chatter more than is necessary and noise levels are too high. They work effectively in pairs and small groups and it is often during these times when learning is at its most effective. Pupils who work with the teaching assistants show an appreciation of the support they receive.

While some children have well-developed skills and abilities on entry to Early Years Foundation Stage many are below expectations for their age. After making a good start in nursery and reception, pupils' progress steadies and in Key Stages 1 and 2 their achievement is satisfactory. By the end of Year 6, pupils' attainment is broadly average but higher in English than in mathematics because it is on this subject that the much of the school's curriculum development work has focused. A downward trend in attainment at the end of Key Stage 1 has been checked but not fully reversed because the quality of teaching is not yet strong enough. Better provision has reduced the variations in progress made by pupils with special educational needs and/or disabilities and they make satisfactory progress relative to their abilities. Pupils from different minority ethnic groups, including those of Pakistani heritage, are fully included in lessons and in the life of the school and make satisfactory progress in their learning.

A small minority of pupils have significant behavioural problems, which other pupils can find distressing. However, the large majority of pupils have confidence in staff to deal with any matters effectively and feel safe and secure in school. Pupils have a good understanding of what they need to do to maintain a healthy lifestyle and appreciate fully the problems they might encounter if they do not. Class councillors actively promote healthy snacks and work with parents and carers as food ambassadors. Average attendance and the steady development of academic and personal skills provide a satisfactory platform for the future. Pupils make a satisfactory contribution to the community, particularly within the school where the work of the class councils has brought

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

about improvements for all to enjoy. While pupils' spiritual, moral, social and cultural development is satisfactory overall, regular contact with pupils of different heritages, backgrounds and religions provides them with a good understanding of the wealth and diversity of different cultures.

These are the grades for pupils' outcomes

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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The most effective lessons are characterised by lively introductions, at times involving role play, which grab pupils' attention and stimulate their interest in what is coming next. The momentum of learning is maintained with stimulating tasks that often require pupils to make decisions and solve problems. In contrast, there are lessons in which over-direction by the teacher and more mundane content fails to enthuse pupils and they carry out work with much less purpose. Teachers' subject knowledge is generally secure. They give detailed instructions and provide accurate information to aid pupils' understanding. Teachers' use of assessment information to match work to the learning needs of the pupils is satisfactory. There are examples of good practice, but at times, particularly during whole-class activities, the work has too broad a base and lacks sufficient challenge for higher-ability pupils. Teaching assistants make a positive contribution to pupils' learning, particularly when working with small groups of pupils or with those who have special educational needs and/or disabilities. They are often less effective during whole-class activities because their roles and responsibilities are not as clearly defined.

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 curriculum provides satisfactory support for pupils' learning. The school is moving towards a creative, skills-based programme of work which closely reflects pupils' needs, but development is not yet complete. Satisfactory provision is made for the teaching and learning of basic skills, but in some areas, such as using and applying mathematics and the use of information and communication technology as a learning aid, opportunities have still to be fully appreciated and utilised. Regular visits and visitors enliven learning and broaden pupils' experiences. The good range of extra-curricular activities adds much to pupils' enjoyment of school.

Although care, guidance and support are satisfactory overall, there are good features. The recently formed pastoral team maps the pupils' needs carefully and ensures that any barriers to learning are addressed specifically and effectively. The benefits of this work have still to show fully in pupils' progress but there are clear signs of improvement, for example in the levels of attendance of supported pupils and in their improved attitudes to learning. Although permanent members of staff know the pupils well the school has a number of temporary teachers, some of whom are still learning about their classes. While the guidance pupils receive to encourage their good behaviour is inconsistent and not always fully effective, the school can point to individual examples where success has been achieved. Pupils with a high level of special educational needs and/or disabilities are supported well by individual members of staff, and included fully in the life of the school.

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	3

How effective are leadership and management?

Since taking up the appointment the headteacher, with the help of senior staff and the governing body, has made well-considered changes to bring about improvement and raise standards. These are having a positive impact on the school's work and development but have still to take full effect. Staff illness has necessitated the employment of a number of temporary teachers. Carefully made appointments have helped to minimise the disruption to pupils' learning. The school benefits from a conscientious governing body which fulfils its statutory responsibilities and supports its work. It is, however, a little too reliant on the headteacher and other staff for its view of how well the school is performing.

The school's engagement with parents and carers is satisfactory and steadily improving. A number of effective partnerships have been fostered which enhance provision for pupils. Some have shown significant benefits, including those forged to aid improvement in the Early Years Foundation Stage. The progress made by different groups of pupils is assessed and evaluated regularly but the school's understanding of exactly what is influencing their

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

development lacks a little clarity. Consequently, the promotion of equal opportunities is satisfactory.

Procedures for safeguarding pupils' welfare are thorough and effective. Senior staff and members of the governing body make regular checks to ensure that all policies and practices are fully up to date, meet requirements and function efficiently. The school's contribution to community cohesion is good. A careful analysis of provision has been carried out, staffing reflects the diversity of the local community and pupils from all backgrounds and heritages work and play well together.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

While some children enter the nursery with skills and abilities that are typical or higher for their age, many start below those expectations, particularly in their communication and language skills. They settle quickly in a learning environment that is vibrant, lively and very well resourced. They are taught well by experienced and knowledgeable staff and make good progress in the different areas of learning. Children are cared for and supported well. Adults keep a careful watch over them, join in their games and engage them frequently in conversation. Children's personal and social skills develop at a good pace. They enjoy each other's company, play happily together and behave well. Activities are planned carefully to reflect children's interests and build progressively on what they have learned previously.

Assessment through observation is used extensively to measure progress and identify areas of weakness. Strong emphasis is placed on language development with early writing a feature of many activities. Catching tennis balls with letters on them to form words encourages reading and writing in a way that is much enjoyed by the children, and they come back time and again to have a turn. The proportion of children entering nursery who

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

speak English as an additional language is rising. The school has yet to review provision and adjust support to take full account of this change. The significant improvements achieved in the Early Years Foundation Stage since the last inspection are due in no small part to the effective manner in which this key stage is led and managed.

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' opinions of the school are a little mixed but a large majority are happy with the education their children receive and have confidence in staff to keep them safe. A number of those who wrote or spoke to inspectors commented on the improvements they had noticed of late; 'Overall, I fully support the school and embrace the changes that are being made' being a typical view. Instability in staffing has caused some concerns amongst a number of parents and carers. There has, however, been a relatively large amount of staff illness. The school has attempted to bring in experienced, good quality replacements wherever possible and some have been received very positively by parents and carers. A number of parents and carers feel that their children could make better progress. While pupils' progress is satisfactory overall, inspectors agree that improvements can be made and have drawn the school's attention to how this can be achieved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kerr Mackie Primary 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	39	36	48	7	9	1	1
The school keeps my child safe	25	33	45	60	3	4	1	1
My school informs me about my child's progress	15	20	43	57	12	16	4	5
My child is making enough progress at this school	14	19	38	51	17	23	2	3
The teaching is good at this school	14	19	43	57	6	8	4	5
The school helps me to support my child's learning	10	13	45	60	15	20	3	4
The school helps my child to have a healthy lifestyle	18	24	44	59	7	9	3	4
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)	18	24	40	53	8	11	2	3
The school meets my child's particular needs	15	20	39	52	15	20	3	4
The school deals effectively with unacceptable behaviour	13	17	32	43	14	19	11	15
The school takes account of my suggestions and concerns	14	19	41	55	7	9	6	8
The school is led and managed effectively	16	21	37	49	11	15	4	5
Overall, I am happy with my child's experience at this school	18	24	36	48	13	17	4	5

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 February 2011

Dear Pupils

Inspection of Kerr Mackie Primary School, Leeds, LS8 1NE

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about your school.

Kerr Mackie is a satisfactory school with a strong sense of community. Since it was last inspected three years ago good improvements have been made in the nursery and reception. Children are learning much more and the good start they are getting needs to be built upon in Key Stage 1 to raise attainment at the end of Year 2.

The school has good procedures for keeping you safe and most of you agree that this is how you feel. A few of you expressed concern about the behaviour of a small number of pupils so it was good to hear that you have confidence in staff to deal with any problems and are able to approach them if you are worried about anything. Overall your behaviour is satisfactory. In some of the lessons we visited, behaviour was very good but in others there was too much unnecessary chatter and at times teachers were interrupted by pupils while they were speaking. Eliminating this poor behaviour will enable everyone to learn more and ensure everyone can enjoy the lesson.

While most of you make steady progress we have suggested ways to quicken the pace so that you achieve more. These include teachers sharing what works well amongst themselves and allowing more time in lessons for discussion to help develop your knowledge and understanding. We have also made suggestions to help teachers and governors increase the role they play in making the school even better.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely,

Keith Bardon

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 0300 123 4234, or email enquiries@ofsted.gov.uk.