

Kayes First and Nursery School

Inspection report

Unique Reference Number	107650
Local Authority	Kirklees
Inspection number	363726
Inspection dates	13–14 June 2011
Reporting inspector	Jane Hughes

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	3–10
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Mr Michael Pearson
Headteacher	Mrs Helen Parker
Date of previous school inspection	12 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed seven teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils and parents. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 67 parents and carers, as well as those from pupils and staff.

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

- How well the school meets the needs of boys and ensures their progress is increasingly similar to that of girls.
- Whether pupils make similar rates of progress through all Key Stages or if progress slows in Years 3 to 5.
- Whether there are consistent strengths in provision that encourage pupils to reach high levels in their work.
- What the key strengths of pupils' personal skills are.
- Whether leaders, managers and the governing body have an accurate view of the school's performance and, in particular, of the quality of teaching and learning.

Information about the school

This school is of smaller-than-average size when compared to other first and nursery schools. The proportion of pupils known to be eligible for free school meals is far smaller than average. Most pupils are of White British heritage. A smaller than average proportion of children has special educational needs and/or disabilities. The school has achieved many awards including Investors in Pupils, Eco School Silver, Artsmark Gold, ICT Mark, Activemark and Healthy School status.

The acting headteacher and acting deputy headteacher took up post in September 2010. They were both existing members of the senior leadership team. The acting headteacher takes up the substantive headteacher role in September 2011. Several other staff, including the leader of the Early Years Foundation Stage, have changed since the last inspection.

A private provider, Kaye's Club, is based in the school and delivers before-and-after-school extended services. Kaye's Club is open each week day from 7.50am to 8.50am and 3.30pm to 6pm term-time only. The club is subject to a separate inspection.

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

Kaye's First and Nursery school is a satisfactory school. It has many good elements to its work. These include the strength of pastoral care, the broad curriculum, and pupils' positive personal skills. Levels of attendance are high and reflect parents' and carers' appreciation of the experiences the school offers their children. In a short space of time, the acting headteacher has established a strong team ethic and won the support of pupils, parents, staff and the governing body. There is a keen commitment to build upon existing strengths and to address elements of the school that are less successful. The new but under-strength senior leadership team has made a concerted start to compiling a robust analysis of school outcomes. Development plans accurately identify key areas for improvement, although current self-evaluation is overly positive. Embryonic initiatives by the acting headteacher who is highly ambitious for the school, coupled with improved outcomes in two of the three Key Stages since the last inspection, demonstrate the school's satisfactory capacity for sustained improvement. Parents and carers say, 'we love the ethos of the school' and 'the children are excited about their learning.'

Children in the Early Years Foundation Stage develop independence and make good progress, with a large majority reaching a good level of development by the end of reception from typically expected starting points in nursery. Nonetheless, aspects of assessment, provision, and leadership and management in the Early Years Foundation Stage lack sufficient focus and rigour. These prevent the overall effectiveness of the Early Years Foundation Stage from being even stronger. Attainment is high by the end of Year 2 due to consistently good and outstanding teaching in Key Stage 1. By the end of Year 5, attainment is above average in reading, writing and mathematics. Pupils' overall learning and progress through the school, including by those pupils with special educational needs and/or disabilities, are satisfactory from their starting points. The satisfactory teaching picture reflects this. The quality of teachers' marking is variable and often lacks guidance on how pupils could improve their work.

The school engages well with parents and carers and establishes effective partnerships beyond school to promote pupils' learning and well-being.

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?

- Raise attainment and accelerate pupils' progress in Years 3 to 5 by:
 - improving the consistency of teaching and so ensure a greater proportion is good and better

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- developing a wider range of teaching and learning styles to engage and motivate all learners
- developing further the creative curriculum in order to interest boys still more in their learning
- using assessment more effectively to plan appropriate activities which better meet pupils' needs.
- Improve the quality of teachers' marking and feedback to pupils of all ages so these always provide points for development.
- Develop further the overall effectiveness of the Early Years Foundation Stage by:
 - establishing a simple, accurate and detailed assessment system to evaluate children's skills on entry to nursery and to measure more accurately the progress children make
 - ensuring children make the most of the time they spend on self-chosen activities and sustain their focus on these
 - improving the quality of the indoor and outdoor learning environments and so provide children with more imaginative and challenging activities.

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

Pupils achieve satisfactorily overall and enjoy their lessons as they settle quickly to tasks and behave well. Pupils engage enthusiastically in active learning opportunities such as in Year 4 when they created 'freeze frame' cameos relating to an apartheid theme. However, when the teaching pace slows, there is a dip in pupils' active engagement in their learning. This is usually because pupils sit and listen to teachers' explanations for too long and become overly passive. Similarly, pupils sometimes fritter valuable learning time when they are unsure of what to do in a lesson rather than immediately asking the teacher. Boys are less motivated to engage in some activities. Pupils enjoy sharing ideas with their 'talk partners' and collaborate well during guided reading sessions, for example. Pupils generally have a secure understanding of their targets.

Pupils' attainment is high in Years 1 and 2. This represents good progress from their above-average skills at the end of reception. Pupils make strongest progress in reading throughout the school due to the variety of strategies and support available. Pupils with special educational needs and/or disabilities, progress as well as their peers due to effective support staff and programmes. However, progress for all pupils slows in Years 3 to 5 so that, although still above average, particularly in reading, attainment is not as high by the end of Year 5 and pupils' progress is satisfactory overall.

Pupils unanimously confirm that they feel safe in school. They know who to go to with any concerns. Some are unhappy about playground behaviour, although they agree that the 'Peacemakers' help to resolve disagreements. Pupils develop a good understanding of how to live healthily and participate in a range of sport, arts and drama. Peer massage sessions encourage pupils to calm down and to focus before the start of lessons. Pupils develop a strong range of personal qualities. They respect one another and are aspirational in their ambitions to become teachers, doctors and bank managers. Attendance and punctuality are first class. Pupils' spiritual and cultural awareness develops through work on projects

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such as the Tudor Knot Garden where highly-engaged pupils commented, 'it's inspiring and makes you want to find out more.'

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	2
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	2
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

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 highest expectations from staff characterise the best and most challenging teaching in the school. However inconsistencies, particularly in Years 3 to 5, mean that pupils do not always make the progress of which they are capable. For example, at times there is too much talk by teachers which slows pupils' learning. In some lessons, all pupils complete the same work because information from assessments is not used effectively enough to plan appropriately challenging activities. In the most stimulating lessons, pupils' interest is captured by lively teacher exposition which moves learning on at a good pace. Where teachers plan practical challenges such as in mathematics or physical education, pupils respond well and outcomes are strong. However, such activities are not used widely enough. Teaching assistants play an active role in ensuring different groups and individuals, including those with special educational needs and/or disabilities, participate fully in lessons alongside their peers. Teachers mark pupils' work regularly but the quality is inconsistent. Frequently, there is insufficient emphasis on how pupils could improve their work. At times, staff encourage pupils to assess the work of their peers and to provide improvement points in a supportive manner.

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The creative curriculum often enthuses pupils to engage actively with their learning, although boys' interests are not always taken into sufficient account. Topic work is a particular strength and culminates in imaginative writing about stimulating subjects such as Aboriginal art. The eco-curriculum is an outstanding aspect and is delivered through 'Green Week' and the Orchard Garden site. Work in the Tudor Knot garden provides memorable experiences for pupils. A varied programme of extra-curricular provision enriches pupils' experiences.

Pupils say they feel well cared for. Their parents and carers confirm this with comments such as, 'each and every member of staff always go 'that extra mile' to make sure my child is happy and learning.' The school is a welcoming environment with inspirational displays. Induction and transition arrangements are effective. Support workers implement a range of strategies to help individual pupils as appropriate.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher is held in high regard by the whole school community. She is determined to move the school forward rapidly and to deliver outstanding outcomes. She is now firmly settled in her role and is gradually establishing her chosen senior leadership team. Currently, she shoulders too great a burden as some senior and middle leader roles remain vacant. Parents typically comment that they, 'particularly like the strong leadership from the new headteacher.'

The impact of the satisfactory governing body is variable. For example, skilful and determined governance has led to astute appointments. However, the governing body does not take a strong enough role in challenging the leadership about the weaker elements in the school's academic performance.

The school adopts satisfactory safeguarding practices across all areas of its work. There is close attention to issues of health and safety and staff are trained in child protection and first aid. Parents and carers confirm that they feel the school keeps their children safe. Strong partnerships enrich the school's work and ensure the well-being of pupils through links with a variety of agencies and other local schools. For instance, links with the local special school help pupils to appreciate differences between people. Leaders promote equality of opportunity and tackle discrimination satisfactorily. The school's ethos is one of inclusion and equality for all. As a result, the gap between the attainment and progress of boys and girls is narrowing. There is appropriate attention to the promotion of community cohesion, guided by an analysis of the school's context. An action plan is imminent. There

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are some established links with ethnically-diverse schools that provide pupils with a broader knowledge of similarities and differences among cultures.

Parents and carers are highly complimentary about the school. They feel very well involved in school life and in their children's learning. Typically they comment, 'we feel very privileged that we have such a dynamic school at the heart of our community.' The school's website and blog are outstanding features within the overall good links established between home and school.

The school deploys its resources satisfactorily and financial management is secure. The school achieves satisfactory outcomes for pupils and provides satisfactory value for money. Conscientious administrative, business and ancillary staff, together with effective lunchtime staff and volunteers, ensure the school's efficient day-to-day running.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children settle in quickly to the Early Years Foundation Stage, play safely and generally behave well. Children in the nursery get off to a strong start and move into reception with well-developed skills. They successfully use new technologies such as the interactive white board to develop their communication and problem-solving skills. Children enjoy their learning and by the end of reception a much larger than average proportion reaches and exceeds the levels expected for children their age. Parents and carers show a keen interest in their children's learning and support their development well.

The new leadership of the Early Years Foundation Stage continues to develop provision and practice. There has been a recent focus on improving the shared outdoor learning environment. Children have fun outside and collaborate well at times. For example, some of the boys spent time creating an airport and using blocks to make seats and other

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related objects. However, some children spend too much time flitting from one activity to another. This adds little value to the outcomes they achieve. Adults develop supportive relationships with children and make some good use of questioning to encourage children to solve problems and to consolidate their skills, knowledge and understanding. They draw all pupils into these discussions whatever their individual needs. The quality of resources overall is not high and the learning environments both inside and outdoors are cluttered. This restricts opportunities for children's imaginative play and learning. Practitioners have a secure understanding of the learning, development and welfare requirements for the early years, although not all are involved in the regular planning of activities. Current assessment systems do not provide a clear enough overview of children's starting points or of their progress through the Early Years Foundation Stage. Parents and carers praise the good start their children experience.

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

Over one third of parents and carers returned the inspection questionnaire. Their responses were strongly positive and reflect responses similar to those given to the school's own surveys. Parents and carers write that 'Kaye's is a great school, full of warmth, praise and encouragement' and that, 'the school frequently requests feedback and suggestions for change or improvement from the parents.' Very little negative feedback was received and there was no underlying pattern to this. The general issues raised are covered in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kayes First 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	79	14	21	0	0	0	0
The school keeps my child safe	56	84	11	16	0	0	0	0
My school informs me about my child's progress	44	66	22	33	1	1	0	0
My child is making enough progress at this school	46	69	20	30	1	1	0	0
The teaching is good at this school	50	75	17	25	0	0	0	0
The school helps me to support my child's learning	45	67	22	33	0	0	0	0
The school helps my child to have a healthy lifestyle	40	60	27	40	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)	38	57	27	40	1	1	0	0
The school meets my child's particular needs	46	69	20	30	1	1	0	0
The school deals effectively with unacceptable behaviour	35	52	30	45	0	0	0	0
The school takes account of my suggestions and concerns	38	57	28	42	1	1	0	0
The school is led and managed effectively	57	85	10	15	0	0	0	0
Overall, I am happy with my child's experience at this school	59	88	8	12	0	0	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



15 June 2011

Dear Pupils

Inspection of Kaye's First and Nursery School, Huddersfield HD8 9LZ

Thank you for your friendly welcome when we inspected your school. We enjoyed reading your questionnaire replies, listening to your views and looking at your work. I am writing to you to tell you what we found out.

You told us that you are happy at Kaye's, that you feel safe at school and that the school helps you to be healthy. We saw those things too. We were impressed by your good behaviour, high levels of attendance and clear enjoyment of school. We judge that Kaye's is a satisfactory school. This means that the staff and governing body do some things well but that a number of things need to improve. Staff help you to make a good start to your learning and then to achieve satisfactorily by the end of Year 5. They look after you well. There have been quite a few recent changes to staffing in your school. The acting headteacher has settled in well and is making some changes.

We have asked the adults to make sure you reach higher levels in your work and make faster progress as you get older. We also want your teachers to record improvement points after each piece of work you complete so you know at least one thing to improve upon. You can help by always reading these comments carefully and then trying to put these suggestions into practice. Lastly, we have asked the adults in the Early Years Foundation Stage to improve some things, especially the quality of the resources and learning environments.

Carry on working hard and trying your best at all times.

Our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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