

Kippax North Junior, Infant & Nursery School

Inspection report

Unique Reference Number	107875
Local authority	Leeds
Inspection number	377658
Inspection dates	3–4 July 2012
Lead inspector	Brenda Clarke

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	217
Appropriate authority	The governing body
Chair	James Lewis
Headteacher	Barbara Clark
Date of previous school inspection	6 November 2006
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Introduction

Inspection team

Brenda Clarke
Jennifer Firth

Additional Inspector
Additional Inspector

This inspection was carried out at two days' notice. The inspectors observed 10 teachers teaching 13 lessons or part lessons, of which two were joint observations with the headteacher. In addition, the inspectors made visits to the before- and after-school club and to three classes to hear pupils read. Meetings were held with pupils, members of the governing body, school staff and with representatives from a children's centre and also the Brigshaw Cooperative Trust. The inspectors observed the school's work and looked at a number of documents including the tracking of pupils' progress over time, safeguarding procedures and plans for the school's future development. The inspectors analysed 72 parents' and carers' questionnaires, as well as those completed by staff and pupils.

Information about the school

The school is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are of White British heritage. The proportion of pupils supported at school action plus or with a statement of special educational needs is average. The school meets the current floor standards, which are the government's minimum expectations for attainment and progress.

A number of awards have been gained. These include the Inclusion Charter Mark, the Stephen Lawrence Educational Standard and Green Flag Eco Schools.

The school is a member of the Brigshaw Cooperative Trust. This is a federation of seven local primary schools, one secondary school and two children's centres who jointly fund a range of services and initiatives.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because pupils' attainment in mathematics is not as high as that in reading and writing, promoting satisfactory rather than good progress in this subject. The school's strengths are in pupils' behaviour and safety, which are outstanding and also in aspects of leadership. Outstanding partnerships within the Brighshaw Cooperative Trust enrich the good curriculum and contribute significantly to pupils' exemplary care and support.
- Achievement is good. After the last inspection, pupils' attainment declined at Key Stage 2 due to disruptions in teaching. Insightful action by the headteacher together with effective placement and training of staff has halted this decline. Attainment at the end of Year 6 is now above average in reading and writing and average in mathematics. In the Early Years Foundation Stage, children achieve well, but their progress in writing is satisfactory rather than good.
- Teaching is usually good throughout the school. Teachers capture pupils' interests and provide activities that really engage and motivate them. Hence, most pupils enjoy school and are enthusiastic learners. Assessment information is used effectively to plan work that closely match pupils' abilities in reading and writing but this is less consistent in mathematics.
- Pupils' behaviour is exemplary and contributes significantly to their excellent attitudes to learning. Lessons run smoothly. Pupils' levels of concentration and perseverance are good. Strong relationships ensure that pupils get on well together and support each other in lessons. Most say they feel safe in school and that there is an absence of bullying.
- The headteacher and leaders manage the school's performance effectively. They know the strengths and weaknesses of provision and use this knowledge effectively to improve pupils' attainment and quality of teaching and learning. The governing body supplies good support and challenge.

What does the school need to do to improve further?

- By February 2013 improve standards in mathematics further by:
 - using teacher assessments more effectively to provide work that closely matches pupils' differing academic needs
 - providing more opportunities for pupils to solve mathematical problems
 - developing frequent opportunities for pupils to apply their learning in mathematics across other subjects
 - ensuring that pupils know the purpose of their learning by explaining the lesson objectives in simple terms
 - ensuring that teachers' marking clearly identifies pupils' next steps in learning.
- By January 2013 improve children's writing skills in the Early Years Foundation Stage to match those of reading and early number by:
 - ensuring a joined-up approach to planning in the Early Years Foundation Stage unit to ensure that activities are planned to meet children's differing stages of development
 - planning more opportunities for children to write when working independently in the class bases and outdoors
 - adopting a flexible approach to the teaching of phonics so that children are taught in groups that more closely match their differing needs.

Main Report

Achievement of pupils

Most children join the nursery with skills below those typical for their age, with a minority attaining above this. Their progress is good as they move through the Early Years Foundation Stage so that by the end of the Reception Year most are working at the expectations for their age in most areas of learning. Children's skills in writing and creative development remain below expectations. The two teachers in the unit plan separately. While teaching in the separate units ensures that work closely matches children's differing abilities, the independent activities available to all sometimes lack structure. This is especially so for the Reception class children, where opportunities to write independently are sometimes limited and skills required in creative development not always planned for nor developed fully.

Across Key Stage 1 consistently good teaching ensures that pupils make at least good progress. Attainment at the end of Year 2 is above average in reading, writing and mathematics and is rising year on year. More pupils are now attaining well above average levels in reading and writing. Inspection findings indicate that fewer pupils are likely to attain the higher levels for their age in mathematics. The current Year 6 and also the previous generation of Year 6 pupils experienced disruption to their learning in their earlier years in Key Stage 2. This has led to gaps in their learning and satisfactory rather than good progress over time. Effective action taken by the school has halted this decline so that the current Year 6 pupils are achieving well. Inspection findings indicate that a majority of pupils are attaining above national averages in reading and writing. Pupils' attainment in mathematics is average overall but improving rapidly. This indicates good progress from pupils' earlier starting points. The consistent application of numeracy skills across other

subjects is not routinely planned for and limits opportunities for pupils to consolidate and extend their mathematical understanding. A minority of pupils also lack confidence when solving problems independently. The school provides good quality support for disabled pupils and those with special educational needs, enabling them to make good progress in lessons.

A very large majority of parents and carers who returned questionnaires are accurate in saying that their children make good progress and have their needs well met. Most pupils say they enjoy school and that learning is fun. Pupils develop mature attitudes and take their learning seriously. Lessons run smoothly and no time is wasted. Pupils' mature social skills enable them to cooperate fully in pairs and groups. Even the youngest children persevere, take turns, share resources and listen to the views of others. This was demonstrated well in a Year 1 lesson observed during the inspection. Pupils showed great enthusiasm and determination as they worked in pairs and groups to solve a mathematical challenge involving placing 15 counters correctly to solve a magic code. Pupils develop confidence as speakers and express themselves clearly in lessons.

Quality of teaching

Teaching is predominantly good across the school. This is also apparent in the high levels of satisfaction indicated in parents', carers' and pupils' questionnaires. Teachers have high expectations of pupils' behaviour and work output. In most lessons observed during the inspection lessons proceeded at a swift pace and no time was wasted. Teachers ensure that work builds on prior learning and is planned in small progressive steps. In English lessons, the learning objective is clearly conveyed enabling pupils to understand their learning. In mathematics, the objective is sometimes relayed in mathematical jargon that is not easily understood by all pupils. Assessment information is not always used effectively to ensure that work closely matches pupils' differing mathematical abilities. This results in work that is sometimes too difficult for those of lower ability and lacks challenge for the more able. In all lessons, there is a high focus on respect of others' opinions and good opportunities to develop tolerance and collaboration when working in groups. This contributes significantly to pupils' spiritual, moral and social development.

Teachers have good subject knowledge and ask challenging questions to extend pupils' knowledge and thinking. Interventions to support those who are experiencing difficulty are effectively planned and frequently executed by knowledgeable teaching assistants. This is a key reason why disabled pupils and those with special educational needs achieve well. In the Early Years Foundation Stage, there are carefully structured opportunities to learn the sounds that letters make but opportunities are missed to use staff flexibly for small group provision more closely tailored to children's needs. This together with missed opportunities for children to write for a variety of purposes are key reasons why children's progress is satisfactory rather than good in early writing. Across the school, the marking of pupils' work in mathematics is inconsistent and does not always inform pupils of their next steps in learning.

Behaviour and safety of pupils

Most parents and carers have extremely positive views about the outstanding standards of behaviour in the school. Pupils' behaviour in class and around the school is exemplary. Pupils get on well together and one pupil's comment, 'We are one happy family.' mirrors the views of many. Pupils' outstanding moral development enables most to adopt very good

attitudes to learning and results in most working diligently at all times. Politeness and respect for others are at the heart of the school's provision. Pupils say there is an absence of bullying and any minor incidents are quickly resolved. Pupils indicate that they feel very safe and that adults will always help them when problems arise. They have a good understanding of keeping safe and are mindful of the safety of others at playtime. Pupils' enjoyment of school results in their above average attendance. Children in the Early Years Foundation Stage make outstanding progress in their social and emotional development. Children take independent decisions, play companionably and persevere with their activities.

Leadership and management

Leadership and management are good. The headteacher gives a strong steer to the school's educational direction. Her rigorous and frequent tracking of pupils' progress is exemplary and is a key reason why pupils' attainment is rising. This information is very effectively used to make teachers more accountable and has focused all staff on improving pupils' attainment further. Tracking information is also used well to provide additional support and pertinent interventions for those pupils who are falling behind and is ensuring that the vast majority are achieving well. There are effective strategies in place to improve the quality of teaching further. Careful monitoring and evaluation of classroom practice enable the headteacher to highlight strengths and areas for development. Teachers then work alongside colleagues in the Brigshaw Trust, developing and disseminating expertise and receiving additional support and training where necessary. Skilful deployment of staff has halted the decline in pupils' attainment at Key Stage 2. The school's self-evaluation is accurate and focused on the right priorities. Well-planned initiatives in teaching reading and writing are enabling pupils to attain higher levels in national tests and assessments and to achieve highly. These factors give the school a strong capacity to improve further.

Participation in the Brigshaw Trust brings many benefits to the school. Curricular provision is broadened and enhanced giving pupils access to a wide range of sporting and enrichment activities. For example, the recent International Olympic initiative enabled pupils to meet students from many countries. Pupils and families who may be vulnerable due to their circumstances have excellent access to additional specialist support. Partnerships with parents and carers are good and much has been done to develop communication further. Carefully chosen visits to museums, places of worship and the annual residential visit, together with participation in clubs and events, contribute considerably to pupils' overall good spiritual, moral, social and cultural development.

The governing body offers good support and challenge and brings a range of skills and interests which enhance provision, for example, it has developed a cycle track and organised a camping event. Statutory safeguarding requirements are met. The pastoral care of pupils is exemplary. All pupils are treated equally and their differing needs met. Disabled pupils and those with special educational needs are identified early and their individual needs effectively met. These factors explain why the vast majority of parents and carers who returned questionnaires are very supportive of the school.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 July 2012

Dear Pupils

Inspection of Kippax North Junior, Infant & Nursery School, Leeds, LS25 7EJ

Thank you for being so friendly and helpful and for answering all the team's questions when we inspected your school recently. We enjoyed observing you at work in lessons and enjoying time with your friends outdoors.

Yours is a good school. You told us that you are happy in school, that you feel very safe here and that you learn a lot in lessons. We saw these good things too. Your behaviour is excellent and you know how to stay safe and healthy. You work hard in lessons and concentrate for good periods of time. Teaching is good and helps you to achieve well. Your headteacher leads the school well and it continues to improve at a good pace. I was very pleased to learn about your good attendance. Keep this up!

I have asked the headteacher, other staff and the governing body to do two important things to make the school even better for you:

- make sure that you make as much progress in mathematics as you do in reading and writing
- give the children in the Early Years Foundation Stage more opportunities to practise writing when working independently in the classroom areas and outdoors.

I know that you will do your best to help. I hope that you have a lovely summer holiday. I send my best wishes to you all and especially to those of you transferring to other schools in September.

Yours sincerely

Brenda Clarke
Lead Inspector

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