

Lepton Church of England Voluntary Controlled Junior, Infant and Nursery School

Station Road, Lepton, Huddersfield, West Yorkshire, HD8 0DE

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Good	2
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement is inadequate. Standards in Key Stage 1 are too low given pupils' starting points because they do not make enough progress. Standards have declined over a three year period.
- Pupils do not make sufficient progress in mathematics in Key Stages 1 and 2. As a result, standards in mathematics have declined in both key stages.
- Many teachers do not have sufficient subject knowledge or skills to plan mathematics lessons effectively. As a result, too many pupils are doing work which is far too easy for them and so their progress is not good enough.
- Senior leaders do not have an accurate view of the school's performance, believing it to be far better than it is.
- Leaders are having a very limited impact on improving teaching, achievement and the school's performance.
- When senior leaders check on teaching, teachers are given very little guidance as to what has worked well, where improvements are needed and how these are to be achieved.
- Governors do not know enough about pupils' progress and the quality of teaching, and so are unable to have much influence on improving the school's performance.

The school has the following strengths

- Teaching and learning in the Early Years Foundation Stage are good. As a result children achieve well.
- Pupils behave well in lessons and around school. They say they feel very safe and bullying is rare. Excellent relationships in lessons create a positive learning atmosphere.
- The school puts on a wide range of extra activities which pupils really enjoy and which helps build their self-confidence and adds to their learning experiences.

Information about this inspection

- The inspection was carried out by two additional inspectors.
- Inspectors observed ten lessons taught by eight teachers, including two joint observations with the headteacher. Inspectors also made a number of short visits to classrooms, listened to pupils read and looked at pupils' work.
- Meetings were held with one group of pupils, four members of the governing body, a representative of the local authority and members of staff, including senior and subject leaders.
- Inspectors took account of 17 responses to the online questionnaire (Parent View) and outcomes from the school's consultations with parents and staff.
- Inspectors observed the school's work and looked at a range of documents including: data on pupils' progress; school development plans; records of lesson observations carried out by school leaders; performance management documentation; and records relating to pupils' behaviour and safety.

Inspection team

John Dunne, Lead inspector

Additional Inspector

Jeremy Barnes

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Lepton is an average sized primary school.
- The proportion of pupils supported through school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the Pupil Premium (additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals) is broadly average.
- The large majority of pupils are from White British backgrounds.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise standards across the school, particularly in mathematics, by:
 - raising teachers' expectations of what pupils can achieve
 - using the expertise of mathematics subject leaders to improve all teachers' subject knowledge and improve their skills in planning effective mathematics lessons
 - ensuring that all teachers match individual pupils' work to their abilities, so they are stretched in their learning and make the best possible progress
 - giving pupils more opportunities to find things out for themselves.
- Improve the impact of the school's leaders by:
 - ensuring that the headteacher and other senior leaders have a more accurate view about what needs to be improved and have clearer plans as to how improvements will be achieved
 - ensuring that the mathematics curriculum meets the needs of pupils in all years
 - making sure that when the headteacher and other senior leaders check the quality of teaching, they identify more precisely the improvements needed and what needs to be done to bring these about.
- Improve the effectiveness of governance by:
 - making sure that the governing body has accurate information about improving pupils' progress and is systematic in regularly checking that improvements are happening
 - ensuring as a matter of urgency that governors receive training so that they understand what safeguarding checks need to be made when appointing new staff and what statutory records need to be kept in relation to this.

Inspection judgements

The achievement of pupils

is inadequate

- Achievement is inadequate. Pupils are not making enough progress in mathematics in both key stages and standards more generally are too low in Key Stage 1, given their starting points.
- Children start nursery with levels of knowledge and skills that vary from year to year, but are often below those expected for their age. They make good progress throughout Nursery and Reception, including in their reading development and understanding of numbers, because activities interest and challenge them. They develop early literacy skills well because they are taught effectively how to match letters to sounds and how to use this knowledge to improve their reading and writing skills. By the time children enter Year 1 their skills in most areas of learning are typical of those expected for their age.
- This good progress is not maintained in Key Stage 1, where standards have declined since the last inspection, from being significantly above the national average to significantly below in 2012. During this time, the proportion of pupils reaching the higher levels has fallen sharply in reading, writing and especially in mathematics when it was exceptionally low in 2012.
- In Key Stage 2, pupils' progress in mathematics has declined. The proportions of pupils making expected and greater than expected progress from their starting points were particularly low in 2012, as shown by test results. In English, progress and attainment have also declined but to a lesser extent than in mathematics.
- During the inspection, in the majority of mathematics lessons seen at both key stages, pupils' progress was not good enough. The most recent work in pupils' books showed inadequate or low levels of achievement in half of the classes in Years 1 to 6. This is reinforced by pupils' own views of their learning in mathematics, as they consider these to be 'their easiest lessons'.
- The school's own records of pupils' progress are unreliable and have led to some Key Stage 1 pupils being assessed more generously than they should have.
- The declining trend of standards in Key Stage 1, pupils' views of their mathematics lessons, very weak results in the 2012 Key Stage 2 national tests in mathematics and work and lessons seen during the inspection confirm achievement as inadequate.
- Achievement for disabled pupils, those who have special educational needs and those supported by the Pupil Premium was considerably lower than for other groups last year. However, school data and other inspection evidence shows that these pupils are doing better and the attainment gap has narrowed this year.

The quality of teaching

is inadequate

- Teaching is inadequate because it has not enabled pupils to make the expected progress in mathematics in both key stages and because teaching in Key Stage 1, over the past three years, has resulted in declining standards in mathematics, reading and writing, particularly for the more able pupils.
- The teaching of mathematics is particularly weak. The school's own progress data and work in pupils' books show too many examples of: inadequate progress towards meeting targets; gaps in pupils' learning; overdependence on using worksheets; and a lack of challenge for the more able pupils. In two mathematics lessons seen during the inspection, pupils made little or no progress because:
 - the work was far too easy for almost all the pupils
 - the pace of each lesson was too slow and so pupils produced very little work
 - teachers did not adapt the work during the lesson when it was clear that pupils were ready to move on
 - teachers' expectations of what pupils could do were too low

- too much of the lesson involved the teacher talking or explaining and so pupils did not get enough chances to work things out for themselves.
- Some of the mathematics teaching is good where teachers make it clear to pupils what they are going to learn, plan lessons to make sure that all pupils are given work that gets the best out of them and frequently make checks to deal with misunderstandings. However, most lessons are not like this and pupils are not making enough progress.
- In some classes work is effectively marked, clearly indicating where pupils have demonstrated successful learning and what they have to do to improve. However, this is not consistent throughout the school. In some Key Stage 2 classes, teachers do not provide pupils with learning targets to look back on, so pupils do not always know what they need to do to reach a higher level. Teaching in the Early Years Foundation Stage, the teaching of reading in Key Stage 1 and the teaching of English and other subjects in Key Stage 2 is more effective, allowing pupils to progress as least as well as they should and sometimes better.

The behaviour and safety of pupils are good

- In almost all classes, pupils are eager to learn and, when they are given the opportunity, are keen to work things out for themselves or by discussing their ideas with other pupils.
- Good relationships between adults and pupils and the way teachers organise their classrooms helps pupils learn.
- Most teachers and other adults have high expectations of behaviour and good classroom management skills. Consequently, unsettled behaviour in lessons almost never interferes with learning.
- Pupils and almost all the parents who responded to Parent View indicated that the school provides a very safe environment for their children.
- Pupils are well informed about different types of bullying that they may come across. They say that bullying almost never occurs. They have a good understanding of how to stay safe, including for example, how to keep safe when using the internet.
- The school has worked hard to improve attendance and these measures have been effective as attendance has risen to above national levels.
- The way in which pupils interact harmoniously is a strength of the school.
- Pupils show great consideration and respect for each other and greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff.

The leadership and management are inadequate

- Leadership and management are inadequate because:
 - weaknesses in Key Stage 1 have been allowed to persist for too long, and recent small gains have not been happening for long enough to be regarded as secure or sufficient
 - senior leaders and governors do not have an accurate view of the school's performance
 - leaders and managers have not been effective in improving the quality of teaching
 - the mathematics curriculum in Years 1 to 5 does not meet the needs of pupils
 - governors are not trained sufficiently well to carry out their statutory duties in relation to employing suitable staff. They are also not trained sufficiently well to contribute to improvements by holding senior leaders to account for pupils' achievement and the quality of teaching.
- Leaders and managers do not focus sufficiently on improving the quality of teaching. The mathematics subject leader identified weaknesses in mathematics teaching very early in 2012, but was not given the opportunity to check up on enough of the teaching directly.

- Checks made by the headteacher and other senior leaders on the quality of teaching are not thorough. Most records of lesson observations, including those for performance management, include very little detail. They are mostly congratulatory and contain little about areas for improvement. Consequently, this has limited the opportunities for the professional development of staff and slowed improvements in the quality of teaching.
- Senior leaders and governors have used the additional funding to build an additional classroom and provide additional support for pupils who need extra help. This has been effective as pupils eligible for the Pupil Premium and those with special educational needs are now making accelerated progress. However, pupils' inadequate achievement overall shows that the school is not sufficiently successful in promoting equality of opportunity.
- The school gives pupils many opportunities to take part in a rich and enjoyable variety of out-of-school activities including: the annual school productions; visits from the Huddersfield Giants rugby team who talked and read with pupils; book weeks, where pupils and staff dress up and act as characters from books; and strong links with a school in Malawi. Such events contribute well to pupils' spiritual, social and cultural development.
- The local authority was aware of weaknesses in achievement but had not intervened as they had confidence in the headteacher to deal with them.
- **The governance of the school**
 - Members of the governing body do not have a good understanding of the school's weaknesses including the quality of teaching. They are not able to ask searching questions of the headteacher because they do not have the skills to understand fully and check up on data about pupils' progress. Consequently, they are not able to contribute much to improving the school. Governors have little, or in some case no understanding of the statutory checks that need to be made when staff are appointed. Current safeguarding arrangements meet government requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107716
Local authority	Kirklees
Inspection number	403046

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Rachel Daffern
Headteacher	Lynn Lawson
Date of previous school inspection	7 July 2008
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