

# Kaye's First and Nursery School

Holmfield, Clayton West, Huddersfield, West Yorkshire, HD8 9LZ

**Inspection dates** 26–27 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well in all subjects and classes. The results achieved by pupils are above average and rising.
- Teaching is good across the school. Teachers know their pupils very well and plan interesting and enjoyable lessons for them.
- Children in Nursery and Reception classes are well taught and supported so they make good progress both academically and personally.
- Reading is taught successfully. Standards in literacy and numeracy are above national average levels by the end of Key Stage 1.
- Pupils enjoy school and behave well. They feel safe and are proud of their school. They attend regularly, work hard in lessons, and want to do well.
- The headteacher has high expectations of all pupils and staff. She has a clear idea of how to improve the school, and is effective in making it better.
- The governing body is successful in helping the school to improve. Governors have a good idea of the strengths of the school and what needs doing and they challenge the school to develop further.
- The school has good relationships with parents and carers, who are very supportive of the school and its leaders.

### It is not yet an outstanding school because

- In some lessons teachers do not use their knowledge of each pupil's ability to plan work which is hard enough, especially for more-able pupils.
- Some pupils at times rely too much on adults to help them with their work.
- Although teachers' marking of pupils' work in literacy is excellent, their marking in other subjects does not tell pupils quite so precisely how to improve their work.
- Pupils' standards in writing are not as high as those in reading, especially for boys and for more-able pupils.

## Information about this inspection

- Inspectors observed 16 part-lessons, including three that were joint observations carried out with the headteacher. They also carried out a number of shorter visits to observe pupils at work. They visited the breakfast club and after-school club, attended an assembly, listened to children read and looked at pupils' work.
- Meetings were held with staff, including with school leaders and other teachers with positions of responsibility. Inspectors also met two groups of pupils, a group of governors and a representative from the local authority.
- Inspectors met some parents and carers informally at the start of the school day, and took account of the 44 responses to the online questionnaire (Parent View), as well as the results of a larger survey of parents and carers previously carried out by the school. Inspectors also considered the 11 staff questionnaires they received.
- Inspectors looked at documents including the school's plans for improvement, records of the quality of teaching, school information on pupils' progress and nationally published results. They also looked at school records of pupils' behaviour and attendance, and at how the school keeps its pupils safe.

## Inspection team

Michael Phipps, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides the school with additional funding for children in local authority care, for pupils known to be eligible for free school meals, and for pupils from service families, is below average. Almost all of the funded pupils in this school are those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- The school runs a breakfast club and an after-school club. This provision was included as part of this inspection.

## What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
  - planning activities which are at the right level of difficulty for all groups of pupils, especially for the more able
  - making sure that teachers' marking in all subjects is as good as it is in pupils' literacy books
  - reducing the time that teachers talk, and giving pupils more chance to work without adult help in order to challenge pupils further.
- Raise pupils' standards in writing to match those seen in reading, especially for boys and more-able pupils, by:
  - using real life situations and examples for pupils to write about, which they will find interesting
  - expecting pupils to achieve high levels of accuracy in their presentation, spelling, punctuation and grammar
  - giving pupils the chance to write at greater length in a range of subjects, not just in literacy.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement across the school is consistently good. Children start school with skills and understanding that are at or sometimes slightly below the levels typically expected for children of their age. They make good progress in the Nursery and Reception Years. By the time they go into Year 1 they are above the level expected for their age.
- Pupils continue to make good progress in Key Stage 1. By the end of Year 2, pupils reach standards in reading, writing and mathematics which are well above national average figures. These standards continue to rise.
- The rate of progress made by pupils in Years 3 to 5 has risen in recent years and is now good. School figures show that this trend of good progress across the school is set to continue. This was supported by evidence seen by inspectors in lessons and in pupils' books.
- Pupils learn to read well. They are taught phonics (the sounds that letters make) successfully, and use these skills well to work out words they do not recognise. Most pupils read well by the end of Year 2. They are encouraged to read regularly at home, so by Year 5 pupils enjoy reading, and can talk enthusiastically about favourite books and authors.
- Pupils learn to write well. Although pupils' standards of writing are above national averages, they are slightly below the standards they reach in reading, particularly for boys and for more-able pupils. Pupils write at length in their literacy books, but opportunities are missed for extended writing on real life situations in other subjects, such as science or history. The level of accuracy expected in pupils' presentation, spelling, punctuation and grammar is not consistent across the school.
- Disabled pupils and those with special educational needs make good progress and achieve well.
- Year 2 pupils eligible for the pupil premium in 2012 were those eligible for free school meals. They made good progress, and achieved standards slightly above those of other pupils. The small numbers of pupils in other year groups who are eligible for the pupil premium also make good progress, and achieve in line with other pupils.

### The quality of teaching is good

- Teaching in school is typically good, and sometimes outstanding. Relationships between teachers and pupils are warm and friendly. Teachers know their pupils very well as individuals, and they plan interesting and enjoyable lessons. As a result, pupils pay attention, work hard and learn well.
- Teaching is strong in the Early Years Foundation Stage. In an outstanding Nursery lesson, adults used a recent fall of snow very imaginatively to create a range of activities for children. Children made marks on the snow using paint and brushes, they dug in the snow, and they experimented with snow, water and colours. As a result, they made outstanding progress in their learning.
- Where teaching is good, pupils are excited by interesting activities. Year 3 pupils, for example, enjoyed making a video about their school to show to pupils in a partner school. Pupils are often set challenging tasks. In a Year 5 lesson all pupils wrote a paragraph in French about themselves. In many lessons pupils are encouraged to discuss their ideas and their work.
- Disabled pupils and those with special educational needs are well supported. For instance, inspectors saw one pupil getting very effective one-to-one help with reading, in which he made very good progress in developing his skills and confidence.
- Sometimes the work planned is not hard enough for more-able pupils. In mathematics lessons in both Year 3 and Year 5, although teachers expected more-able pupils to produce higher quality work, all pupils were given the same measuring or calculating task. This limited the progress that more-able pupils made.
- Sometimes, teachers talk for too long, and do not give pupils enough chance to work without

adult help. Consequently, the lesson does not challenge pupils enough. In both a Year 2 literacy lesson and a Year 4 science lesson, for instance, pupils spent a relatively long time listening to the teacher which limited their chance to work independently.

- Teachers' marking of pupils' writing in their literacy books is excellent, and gives pupils a very clear idea of how to improve their work. Marking in their other subjects is not so effective, and is less precise in telling pupils how they can do better.

### **The behaviour and safety of pupils are good**

- Pupils are happy and confident. They work hard in lessons, and want to do well. They enjoy answering questions and offering their opinions in class.
- Pupils' behaviour around the school is good. They move around the site sensibly. Playtimes and lunchtimes are orderly, despite the playground being crowded and busy. The school is a calm place to learn in.
- Pupils' behaviour is well managed. Pupils understand the behaviour expected of them. They like the rewards they get for working and behaving well. The school's system of consequences is rarely needed.
- Pupils learn to get on well together and to share well. They told inspectors that they feel safe in school. They are taught to keep themselves safe, and understand the dangers posed by the internet. Lessons are rarely interrupted by poor behaviour. Exclusions are very rare.
- Pupils told inspectors that bullying is also very rare, and school records confirm this. Pupils know about different types of bullying. They say their teachers would take effective action if they reported it.
- Parents are confident that children are well looked after in school. They have very few concerns about pupils' behaviour.
- Pupils' attendance is above national figures, and is continuing to rise.
- Pupils' behaviour and safety are not outstanding because pupils sometimes lose concentration in lessons when they are not fully engaged by good teaching, especially if they are not being taught by their regular teacher.

### **The leadership and management are good**

- The effective leadership of the headteacher has led to significant improvements since the last inspection. The headteacher expects a lot from pupils and staff, and has a clear idea of how to improve the school further.
- The headteacher monitors the quality of teaching carefully. Effective action has been taken to improve the quality of teaching. The management of teachers' performance is well established, and is linked to teachers' salary progression and to their training.
- School leaders have a clear idea of the strengths of the school, and of which areas still need to improve. The school's plans for improvement concentrate on the right areas.
- Pupils' performance is checked carefully and extra help is given to pupils who are struggling. Regular meetings between teachers and senior leaders hold teachers to account for the progress of the pupils they teach.
- School leaders are committed to equality of opportunity. They make sure that discrimination is not tolerated.
- School leaders use the school's finances well. Extra funding from the pupil premium has been spent on supporting individual pupils in lessons and on funding places on school visits, in the breakfast club and in the after-school club. As a result, these supported pupils make good progress and achieve well.
- The school provides pupils with a rich range of subjects, events and experiences. For example, children in the Reception class very much enjoyed a visit from the Ambulance Service. Teachers plan topics which will develop pupils' creativity. To help develop boys' writing, topics are chosen

which will interest boys and girls equally, but some chances are missed for pupils to write at length.

- The school promotes pupils' spiritual, moral, social and cultural development well. Lessons include topics from different cultures, and assemblies celebrate festivals from different faiths. Pupils' understanding is strengthened through an effective link with a local school which has a high proportion of pupils from minority ethnic groups. Pupils have a strong sense of right and wrong, and reflect on their experiences in lessons and in assemblies.
- The school's after-school club and breakfast club provide a safe and stimulating environment for children, who enjoy the activities there. They develop friendships with others in different year groups and this promotes their social development well.
- The school's arrangements to keep its pupils safe meet all requirements.
- Parents and carers are very supportive of the school and its leaders.
- The school has benefited from good support from the local authority, included training for governors and middle and senior leaders, and validating school leaders' lessons observations. This support has decreased as the school has improved.
- The school's record of substantial recent improvement shows that its leaders have strong capacity to improve the school further.
- **The governance of the school:**
  - Governors are ambitious to improve the school. They have a good understanding of what is happening concerning the education provided. Individual governors are linked to specific year groups, so they are aware of the strengths and weaknesses of the school. They have a good knowledge of the overall quality of teaching, the management of teachers' performance and its links to salary progression. They oversee the school budget well, and know how extra funds from the pupil premium are being used, and the impact this is having. The governing body is increasingly effective at holding school leaders to account. Governors monitor the success of the school's plans for improvement well. They check data on pupils' progress, so they can compare the school's performance to that of other schools nationally and identify which areas still need improvement. They are keen to improve their skills, and several governors are looking to undertake further training.

## 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

<b>Unique reference number</b>	107650
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	405118

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Waterhouse
<b>Headteacher</b>	Helen Parker
<b>Date of previous school inspection</b>	13 June 2011
<b>Telephone number</b>	01484 222918
<b>Fax number</b>	01484 222918
<b>Email address</b>	head.kayes@edukirklees.net



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