

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

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

Inspection dates 2–3 October 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although most pupils make expected progress, a small minority do not make enough progress in reading, writing and mathematics across the school.
- Levels of attainment at the end of the Early Years Foundation Stage, and at the end of Key Stage 1, do not reflect good progress from pupils' starting points.
- Teachers' expectations of pupils' writing are not challenging enough, particularly in Key Stage 2. Work in mathematics does not develop pupils' understanding systematically or securely enough.
- Not all teachers use accurate information about what pupils already know to plan work at the right level. Too often in lessons, pupils start from the same point and they are not challenged to make better progress.
- The provision for pupils with special educational needs does not enable them to make good progress.
- The quality of teaching is not consistently good across all classes. Improvements within the last year have not yet resulted in sustained levels of progress in all year groups.
- The use and analysis of data is sometimes inaccurate. Evaluations of teaching and the scrutiny of pupils' work do not focus on pupils' progress. This has led to the headteacher having an over-generous view of the school's effectiveness which has not been checked robustly enough by governors and the local authority.
- Leaders do not follow up on the issues identified from the checks they make to ensure they are resolved and that their actions are having the necessary impact on pupils' progress.

The school has the following strengths

- Pupils in Year 6 make rapid progress because of the high quality teaching they receive.
- Gaps between the achievement of pupils known to be eligible for free school meals and their peers are closing because of the effective use of additional funding.
- Pupils' good behaviour, their respect for others and their ability to cooperate well make a positive contribution to their learning.
- Pupil's spiritual, moral, social and cultural development is good.

Information about this inspection

- Inspectors observed parts of 19 lessons across all 8 classes in the school. They also observed assemblies and work with small groups of pupils. Inspectors conducted joint observations of lessons and undertook learning walks with the headteacher and deputy headteacher. They also looked at work in pupils' books.
- In addition to a telephone conversation with the Chair of the Governing Body, inspectors held a meeting with members of the governing body, with a representative from the local authority and a National Leader of Education. They also held meetings with groups of pupils, with senior teachers who lead subjects, the leader of the Early Years Foundation Stage and with the headteacher.
- Inspectors listened to some pupils from Years 1 and 2 read. As well as meeting groups of pupils, inspectors also spoke to pupils informally around the school.
- Inspectors took into account the views of the 22 parents who responded to Ofsted's online questionnaire (Parent View).
- Inspectors took into account evidence from the school's behaviour logs and the school's own surveys of pupils' views. They also scrutinised documents relating to the welfare, safety and safeguarding of pupils. They viewed information about pupils' attendance, the school's self-evaluation documents and development plans. Inspectors also considered other school documents and policies, some of which are available on the school's website.

Inspection team

Adrian Guy, Lead inspector

Her Majesty's Inspector

Rosemary Batty

Additional Inspector

Anne Bowyer

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Lepton is similar in size when compared with primary schools nationally.
- The proportion of pupils for whom the school receives extra funding from the government through pupil premium is slightly below the national average. There are a small number of children who are looked after by local authorities.
- The proportion of pupils with a statement of special educational needs, or who have extra staff support because they are at 'school action plus', is less than half the national average. There are a very small number of pupils who have a declared disability.
- The proportion of pupils with special educational needs, who have support with their work because they have been identified by staff as needing 'school action', is below the national average.
- Around one fifth of pupils are from non-white minority ethnic backgrounds. The proportion who speak English as an additional language is much lower than the national average.
- The number of pupils joining and leaving the school partway through their education is broadly similar to the national average.
- The school was placed in special measures following the section 5 inspection in November 2012.
- In 2012, the school met the government's floor standards (the minimum measure of attainment and rates of progress).

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring teachers use accurate assessment information to match work to pupils' different abilities and make sure pupils are challenged to make the best progress they can
 - raising expectations of what pupils can achieve and securing teachers' better understanding of the progress pupils should make in mathematics and English
 - ensuring feedback to pupils helps them to improve and that there is time and opportunity for pupils to follow this up in lessons
 - ensuring teachers plan and deliver effective learning for pupils with special educational needs so that they make good progress in lessons.
- Raise pupils' attainment in Key Stage 1 and the Early Years Foundation Stage and ensure good and better levels of progress across the school by:
 - securing accurate information about pupils' starting points and using this to tailor learning to pupils' different needs
 - taking firm action to accelerate the progress of pupils who are falling behind in English and mathematics across the school
 - ensuring teaching develops pupils' understanding of mathematical concepts and gives them opportunities to use and apply these in various ways
 - ensuring pupils' with special educational needs make good and better progress.

- Improve the quality of leadership, management and governance by:
 - securing an accurate and unvarnished picture of the effectiveness of the school which triangulates robust evaluation of the quality of teaching, pupils’ achievement and the work in their books
 - ensuring leaders at all levels sharpen the focus of their monitoring and follow up tenaciously on the issues identified to ensure they are resolved securely and drive improvement
 - taking urgent action to improve the provision for pupils with special educational needs.

Inspection judgements

The achievement of pupils

requires improvement

- Children settle quickly into the Nursery and Reception classes. For most, they begin school with levels of skill and ability that are typical for their age and for some children, their starting point exceeds this. By the time children leave the Reception class, their outcomes are broadly at expected levels. This represents expected progress and not enough pupils exceed the expected levels.
- Contrary to the school's analysis of data, pupils make expected progress across Key Stage 1 and by the end of Year 2 pupils' attainment is broadly in line with national expectations.
- In Years 3, 4 and 5, pupils' achievement is variable with some pupils making slower progress than might be expected. Although the picture of progress is improving since the last inspection, there are still groups of pupils who need to make better progress to make up for previous underperformance. However, when pupils reach Year 6, they make rapid progress. Consequently, attainment in 2013 was above the expected levels and a good proportion achieved the higher Level 5.
- For most pupils their knowledge of letters and the sounds they make (phonics) is improving. However, information about pupils' abilities is not being used effectively to match reading activities to their different needs.
- Expectations of pupils' writing vary across the school and some more-able pupils are not challenged in lessons. There are some good examples of pupils' writing in Year 6, but in other classes, pupils spend too long talking about writing before they get to have a go. As a result, there is too little work in pupils' books and pupils do not have enough time or opportunity to refine and improve their work.
- Although most pupils are making expected levels of progress in mathematics, their better progress is hampered by lessons and activities that do not deepen their understanding. Too often they repeat mechanical calculations and there is little opportunity to think more deeply and develop their reasoning through open-ended problems and puzzles.
- Pupils who are eligible for the pupil premium are progressing well. Gaps between them and their peers are closing because of carefully targeted interventions. However, the progress for other groups of pupils is more mixed. The school is aware that there are classes, and subjects, where groups of girls, boys or pupils who speak English as an additional language are not progressing as strongly as they need to.
- For pupils who have special educational needs, the picture is even more mixed. While, there is evidence that the widening gaps noted in previous inspections are beginning to close for some pupils, this is not yet the case for all. This is because teachers pay too little attention to the needs of some pupils with special educational needs in lessons. As a result, these pupils spend too much time with teaching assistants and do not get enough high quality teaching.

The quality of teaching

requires improvement

- The overall quality of teaching has improved since the last inspection. There is some very effective practice, which is being modelled for other teachers to learn from. The review of teaching has led to new ways of working. There are examples where this has contributed to effective teaching and improved pupils' progress. However, for some teachers these new ways of working are still being embedded. In some lessons, the pace of pupils' learning is slowed because too much time is spent explaining the different outcomes pupils might achieve, rather than allowing them to get working quickly.
- Assessment information is not always used effectively in lessons. For example, in some lessons pupils all start from the same point. This limits their progress. Furthermore, issues identified from pupils' work are not consistently followed up in subsequent lessons, this hampers pupils' progress.

- Work is marked regularly and pupils have opportunities to comment on their own work. However, too often comments from teachers do not identify the correct next steps pupils need to take to improve their work. Furthermore, teachers do not regularly give pupils the time, or opportunity, to follow up points for improvement.
- Inspectors found that in some classes, teaching assistants were used effectively. For example, in a Year 6 mathematics lesson, assistants did not hover over pupils but expected them to be independent. They checked on pupils and moved them forward in their learning encouraging them to take on even more challenging work. However, more often inspectors found that teaching assistants were deployed to work with lower-ability pupils.
- The teaching of pupils with special educational needs and disabilities is frequently assigned to teaching assistants. This means they do not receive as much teaching from the teacher as they need. Although assistants are encouraging and helpful, they do not challenge pupils to make as much progress as they could and miss errors in pupils' understanding.
- The school's monitoring shows that teachers do not plan as effectively for these pupils and, as a result, their progress is not yet fast enough.
- Scrutiny of pupils' books shows there are still some weaknesses in teachers' knowledge of how pupils progress in mathematics and English. This results in some pupils being set work which is too easy because teachers are not consistently taking into account what pupils already know and can do.
- In the Nursery and the Reception class, children settle quickly into school and show that they are keen to learn. They have the necessary skills and abilities to make the most of the welcoming environment. Adults are positive and encouraging. However, observations conducted with senior leaders showed that too often adults miss opportunities to extend children's learning and help them to make better progress.
- Lessons are calm and orderly and pupils engage well. They cooperate and share when they have opportunities to do so. Where the teaching is strongest, pupils are highly motivated and there is a palpable 'buzz' of learning.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and disruption to their learning is rare. They are polite and well-mannered and demonstrate strong social skills in their ability to work cooperatively. They are keen to learn even when teaching is not meeting their needs.
- Pupils told inspectors they felt behaviour was good, particularly in lessons. Similarly, most parents who responded to the online survey and the school's own survey agreed that pupils behave well and are well cared for.
- Pupils say they feel safe and their understanding of bullying is developed in part through their anti-bullying week. Pupils are confident that, on the rare occasions when bullying may happen, it is dealt with by teachers.
- Pupils did tell inspectors that they still occasionally hear inappropriate homophobic language and the school acknowledges there is more to be done to tackle this issue.
- The school ensures that there are surveys and a school council to listen to the views of pupils. As a result, pupils feel that they are treated fairly and everyone is treated equally.
- Pupils' attendance has dipped slightly over the last year but is still broadly in line with the national picture. Although the school collects information about the attendance of different groups of pupils, analysis of this has yet to develop to fully inform the school's actions to improve the attendance of particular groups.

The leadership and management requires improvement

- The headteacher has worked hard to maintain the school's positive and caring ethos. Following the previous inspection, clear systems are now in place to ensure that the work of the school is carried out more effectively. Leaders' inaccurate use and analysis of data has led to a view of pupils' progress that is wide of the mark. Similarly, scrutiny of pupils' work and observations of teaching and learning have not focused on the progress that pupils make. Consequently, the evaluation of the impact of the work of the school is over-generous.
- Senior leaders have a clear view of what the school needs to do to improve and the issues that remain to be tackled. This is reflected in the school's development plans. Monitoring is not yet clearly focussed and there is a lack of clarity about what successful outcomes will look like. This hampers leaders' and governors' success in holding staff to account and driving improvement at a more urgent pace.
- The school does not currently have a substantive leader with responsibility for special educational needs. Arrangements for overseeing the provision for pupils with special educational needs are currently managed on an interim basis by a part-time teacher one day per week. The school is aware that teaching for these pupils is not yet as good as it should be and has planned to resolve this situation by the end of the academic year. However, this is not urgent enough to address the needs of these pupils and ensure they are making up for lost ground.
- Support from the local authority has been effective in eliminating the weakest teaching and has enabled the school to put systems in place to improve the quality of teaching. Since June, support from the National Leader of Education has assisted the school in their review of teaching, although these improvements have not yet resulted in consistently good teaching across the school.
- Pupils receive a broad and balanced range of lessons. This is being developed with the school's new curriculum framework to respond to and build on pupils' interests. Examples of artistic and musical activity around the school are evident and pupils benefit from a range of extra-curricular activities.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are respectful and thoughtful when given opportunities to reflect during collective worship times and their social skills are noticeable in the way they cooperate and get along together.
- The school publishes a range of useful information on its website. Information about how it promotes equalities is helpful and meets requirements but is not consistently threaded through all its policies and procedures.
- The school has used the pupil premium funding well. Clear information is presented to parents and governors about the use and impact this funding has had in closing the gaps for pupils who are eligible for free school meals. Additional funding for sports in school has been used to pay for coaching and sporting activities in the school. This has resulted in a range of clubs and training for teachers but this provision is not yet fully embedded or sustained over time.
- **The governance of the school:**
 - Governance has improved since the last inspection. Governors regularly visit the school and prepare a short report about their findings for meetings of the full governing body.
 - Members of the governing body have undertaken training on safeguarding and safer recruitment. Arrangements for the safeguarding of pupils meet requirements. Through further training, members of the governing body have a better understanding of data which has led to more challenging questions. For example, minutes from meetings show that governors questioned why standards in reading had fallen in Year 2. However, during the inspection governors accepted that they need to challenge further to ensure that an accurate view of pupils' progress and the quality of teaching is held by the school.
 - Governors ensure that strong performance is rewarded, although objectives in teachers' performance management need to be sharpened to ensure a closer link between pupils' progress and pay progression.

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	427710

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	212
Appropriate authority	The governing body
Chair	Rachel Daffern
Headteacher	Lynn Lawson
Date of previous school inspection	7 November 2012
Telephone number	01484 222742
Fax number	Not applicable
Email address	office.leptonce@edukirklees.net

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