

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

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

Inspection dates	3–4 December 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders have successfully brought about rapid improvements since the previous inspection. They are totally committed to providing the best for every pupil.
- Pupils achieve well at the school. Current pupils are making good progress.
- Pupils are taught well. Teaching is mostly good, with some that is outstanding, and encourages pupils to apply their skills in all areas of the curriculum.
- Pupils behave well. They are polite and well-mannered and their behaviour in lessons and around the school is excellent.
- Pupils feel safe in school. Leaders make sure that systems to keep pupils safe are effective and they respond well to pupils' individual needs.
- The early years provides a safe and caring environment where children mix happily with each other.
- Governors have a good understanding of the school's strengths and what needs to be improved. They provide a good level of support and challenge to school leaders.
- Parents are overwhelmingly positive about the education and care the school provides.

It is not yet an outstanding school because

- Not all younger pupils get sufficient opportunities to develop their reading skills. As a result, some pupils are not making the progress they are capable of.
- In pupils' writing, common words are sometimes spelt incorrectly.
- The performance of some groups of pupils is not monitored rigorously enough.
- The early years provision requires improvement because teaching and children's progress are not consistently good.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, and thereby move pupils' achievement to outstanding, by:
 - ensuring that all teachers and support staff in the early years challenge children to achieve higher standards
 - improving the ability of pupils to spell correctly, especially basic, common words
 - ensuring that younger pupils read more frequently, and that they receive effective support and guidance with their reading.

- Ensure that the good systems of accurately monitoring pupils' performance that the school has developed are applied to all groups of pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, ably supported by an effective deputy, have acted decisively to tackle previous weaknesses. The headteacher and his senior leaders have worked tirelessly to drive the school forward. Morale in the school is high and there is a great sense of purpose to raise further the performance in all areas of the school. The leadership of the school is well placed and has the capacity to achieve the high expectations they have set.
- Leaders place a considerable emphasis on improving teaching. Inadequate teaching has been eradicated and, as a result, the progress that pupils make is rapidly improving in most classes. Teaching in Key Stage 2 is especially strong, with much that is exceptional.
- The school has highly developed and rigorous monitoring procedures that leaders, including middle and subject leaders, use to build an accurate view of how well the school is performing. Leaders visit classrooms formally and informally, and check work in pupils' book.
- The provision for pupils with disabilities or special educational needs is good due to the dedicated support that they receive. However, the rigorous procedures that leaders use to build an accurate view of performance in other areas of the school are not used as robustly when tracking the progress these pupils make.
- There are effective arrangements for managing teachers' performance. Teachers have useful and challenging targets, and are clear about how they will be held to account for pupils' progress. Alongside these robust procedures and targets, staff are supported and receive relevant training to allow them to succeed.
- Leaders have thoroughly developed the curriculum to take into account the needs and interests of all pupils. Topics are wide ranging, meet the requirements of the National Curriculum and are developed through pupils' enquiry, based on 'what do you know and what do you want to know?'. Skills are progressively built upon, leading to an end of enquiry activity, such as making a model of a stained-glass window following work on symmetry in mathematics or organising a street party at the end of a topic on the Second World War. The curriculum is enhanced by school visits to places of interests, such as museums, and regular outdoor learning activities.
- Pupils enjoy a wide range of sporting activities that keep them fit and healthy. The additional physical education and sports funding is used effectively to provide these opportunities, which pupils have taken full advantage of.
- Spiritual, moral, social and cultural development is promoted effectively. The well-embedded Christian values that the school holds dear, such as respect, honesty and trust, underpin everything that the school does. Class visits to different places of worship, such as a Sikh temple, and a study of another culture in each year group, deepens pupils' understanding of cultural diversity and similarities.
- British values are promoted well through topics such as the Second World War, when the concept of democracy is addressed, and a Religious Education curriculum that promotes tolerance and respect for other cultures and faiths. The key value of equality permeates through the school, ensuring that all opinions are valued; there is real equality of opportunity. As a result, pupils are well prepared for life in modern Britain.
- The pupil premium funding (additional government funding used to support pupils who are known to be eligible for free school meals, and children who are looked after), is used effectively so that disadvantaged pupils who are currently in the school progress as well as, and sometimes faster than, their classmates. School data show that the very few remaining gaps are rapidly closing.
- The school has good links with the local authority, who have provided effective support since the school's previous inspection.
- **The governance of the school**
 - Since the previous inspection, governance has been strengthened and is becoming increasingly more effective. Governors spend time in school, regularly meet staff, look at the quality of pupils' work and receive achievement information from senior leaders. This gives them a knowledge base that enables them to challenge leaders and hold them to account. They have a good understanding of the strengths of the school, including teaching, and where the school needs to improve further.
 - Governors ensure that all resources, including finance and staffing, are managed well. They check carefully that additional funds are spent wisely and that the budget provides good value for money.

- The arrangements for safeguarding are effective and meet statutory requirements. The school has good procedures to protect pupils from any harm. Records are carefully maintained and the school works well with parents to ensure that pupils are safe.

Quality of teaching, learning and assessment is good

- The quality of teaching is improving because of the actions taken by school leaders. Most teachers have high expectations and a clear view of what they want pupils to learn. As a result, most teaching is good, with some teaching having very strong features, such as an exceptional pace of learning.
- Pupils are effectively challenged through lively and engaging activities, and the quality of their work in mathematics and writing is good. This is especially the case in most Key Stage 2 classes, where high expectations and quality teaching underpin all lessons.
- Teaching assistants provide good-quality support to teachers and pupils. They work effectively with individual pupils as well as small groups of pupils who need extra help.
- Writing permeates all aspects of the curriculum. Pupils have good opportunities to apply the skills they have learned to longer pieces of writing. The quality of the vocabulary and the grammatical features pupils use in their writing is impressive and is noticeable in all areas of the curriculum. Just occasionally, teachers are not addressing basic spelling mistakes of common words.
- Pupils enjoy learning in mathematics. This is because work is often challenging and requires them to work hard. During one lesson in Key Stage 2, pupils had to recalculate a bill for food items by reducing the overall cost by a specific percentage. This example and others that were seen in lessons and in books show that the school works hard to progressively build skills in mathematical concepts and apply them to real-life problems.
- Reading is mostly taught well and pupils read with confidence, fluency and expression. Some of the books that Year 4 pupils read to the inspectors were at a standard that would be expected in Year 6. However, some of the younger pupils in the school do not always have the opportunity to read regularly or read a variety of books.
- Teachers have a secure knowledge and understanding of the subject that they are teaching and use this effectively to explain clearly so that pupils understand what they are learning.
- Teachers mark pupils' work regularly and provide comments about what pupils need to do to improve their work and to challenge them further. Pupils are given opportunities to respond to feedback and a significant number of pupils choose to do this before the start of the school day, when they voluntarily go into their classes early to complete this task.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. As one pupil rightly stated 'we all get treated the same.'
- Pupils have a clear understanding of the different types of bullying which they believe is rare in the school. They are taught by teachers and visitors to the school about how to keep themselves safe, such as when they are using a computer.
- Pupils say they feel safe at the school and parents who inspectors spoke to and those who responded on Parent View overwhelmingly agree. As one parent commented, 'I am so pleased we got him in here, they are so caring' and another who said that the school is 'all what I want as a parent.'
- Pupils say that adults are always on hand to respond to any concerns they may have or if they feel upset.

Behaviour

- The behaviour of pupils is good and school records show that this is typically so.
- Pupils are polite and courteous to each other and adults, and, as one pupil commented 'we all get along, we are all good friends'.
- Outside of lessons, on the playground and in the dining hall and during assemblies, pupils are very well-behaved. Pupils listen to and follow instructions from teachers, resulting in movement around the school

being orderly and calm.

- Pupils' attitudes to learning are mostly very good. Their good behaviour and attitudes in class is resulting in good progress. Pupils in Key Stage 2 have an excellent work ethic and show real determination to complete the task that they have been set. In one class, pupils were completing a challenging writing activity late in the afternoon, despite being muddled and tired following a morning of outdoor learning.
- Attendance is above average and punctuality is good. Pupils have the opportunity to go into their classes before the start of the school day to respond to teachers' marking and feedback. These sessions are extremely well attended, which contributes to good attendance and punctuality as well as providing opportunities for pupils to improve their work.
- Just occasionally, a few of the younger children in the school can become a little lively and boisterous because expectations of behaviour and attitudes have not been fully embedded.

Outcomes for pupils

are good

- The number of pupils attaining the expected standard at the end of Key Stage 2 are similar to national averages in reading, writing and mathematics; the number of Year 6 pupils attaining the higher levels, however, are higher. As a result, pupils are well prepared for the next stage of their education.
- From their starting points at the end of Key Stage 1, the proportions of pupils making expected and better than expected progress is higher than the average made by pupils nationally. This is because high quality teaching in Key Stage 2, and a revised curriculum that provides greater challenge in English and mathematics, has rapidly addressed the legacy of underachievement that leaders have had to address.
- Scrutiny of pupils' work, supported by the school's performance information, shows that a significant number of pupils currently in Key Stage 2 are making good progress and are on track to meet end-of-year expectations in all year groups.
- In 2015, Year 2 pupils reaching the expected standard at the end of Year 2 are above national averages in reading, writing and mathematics. Given their starting points in Year 1, this represents good progress overall and the progress of current pupils indicates that this is set to continue.
- Pupils practise phonics (letters and the sounds that they represent) regularly, and know how to tackle unknown words. In 2015, the proportion of pupils who met the expected standard in the Year 1 phonics check is above national averages. However, some younger children are not always given enough guidance on how to improve their reading skills or are not reading regularly enough to an adult. As a result, the number of pupils making better than expected progress in reading and reaching the higher levels by the end of Year 2 has been consistently similar to national averages.
- Pupils who are disabled or have special educational needs receive good support. The leadership of the school made the decision to streamline the number of intervention sessions for these pupils and focus on quality teaching in the classroom for all groups of pupils. As a result, pupils who are disabled or have special educational needs progress as well as their classmates. However, leaders recognise that a more rigorous approach to monitoring the performance of current pupils would more accurately identify any gaps in learning.
- Published information for 2015 shows that from their different starting points, disadvantaged pupils in the school progress at similar rates to other pupils nationally. Gaps in attainment between disadvantaged pupils and other pupils currently in the school are closing rapidly owing to more effective systems to check progress, and the additional support that they receive in reading and mathematics from skilled teaching assistants.
- Results in 2015 indicate that the most-able pupils achieve well in English and mathematics in Key Stage 2. In Key Stage 1, the most able achieve well in mathematics, with outcomes that are higher than national averages; outcomes in reading and writing remain similar. The leadership of the school recognises that some pupils need to make more rapid progress, especially in reading, to increase the number of pupils exceeding national expectations.

Early years provision

requires improvement

- The provision in the early years is less strong than the rest of the school because the quality of teaching children receive, and, consequently, their progress is not as consistently strong.
- Children start in the early years provision with skills and abilities that are typical for their age. The proportion of children who reach a good level of development by the end of the Reception Year is above national averages and so they are well prepared for Year 1. However, a few pupils, especially the most able, are not being challenged sufficiently, and as a result, are not making the progress or achieving the standards that they are capable of.
- Children play happily together and their behaviour is good. Relationships are warm and positive and each child is well known by all adults in the setting.
- The early years has a welcoming environment and a good range of quality resources that children take full advantage of. The small amount of additional funding that the school receives for disadvantaged pupils has been used to provide better quality learning resources.
- Phonics and mathematics are taught regularly. However, some children have limited opportunities to read to an adult.
- Safeguarding and all welfare requirements for early years are met, and children benefit from the school's caring and inclusive ethos.
- The early years team has lacked effective management. Senior leaders recognise that in the past they should have checked more regularly the provision in the early years setting, and the progress children make, with the same rigour that is applied elsewhere in the school. The leadership of the school is taking affirmative action to address this and there are signs it is improving.

School details

Unique reference number	107716
Local authority	Kirklees
Inspection number	10002113

This inspection 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	239
Appropriate authority	The governing body
Chair	Rachel Daffern
Headteacher	Thomas Burns
Telephone number	01485 222742
Website	www.leptonschool.co.uk
Email address	office@leptonschool.co.uk
Date of previous inspection	2–3 October 2013

Information about this school

- Lepton Junior, Infant and Nursery school is a smaller than average-sized primary school.
- The early years consists of one class of children in the Reception year and one Nursery class, where children attend part-time.
- The proportion of disadvantaged pupils eligible for the pupil premium is below national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of pupils who are from minority ethnic groups or who speak English as an additional language is lower than average.
- In 2015, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher took up his post during the time since the previous inspection.

Information about this inspection

- Inspectors observed teaching and learning in all classes. These observations were undertaken jointly with the headteacher.
- Pupils' work was scrutinised. These were joint work scrutinies with the headteacher and the deputy headteacher.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, the Chair of the Governing Body and two representatives of the local authority.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks and in the dining hall.
- Inspectors met with parents at the start of the school day.
- Inspectors analysed the 49 responses that had been submitted to the online questionnaire for parents, Parent View.
- Inspectors scrutinised a number of documents, including the school's view of its own performance, school improvement plans, records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the online questionnaire completed by members of the school staff.

Inspection team

Alan Chaffey, lead inspector

Fiona Manuel

Ofsted Inspector

Her Majesty's Inspector

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