

Kippax Greenfield Primary School

Ebor Mount, Kippax, Leeds, West Yorkshire LS25 7PA

Inspection dates

5–6 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Until this academic year, leaders and the trust have not taken effective action to address the decline in pupils' outcomes, particularly in reading and mathematics in key stage 2.
- Expectations of what pupils can achieve are sometimes too low and work lacks challenge. As a result, pupils do not make good progress and too few pupils reach the expected and higher standards of attainment by the end of Year 6.
- There are limited opportunities for pupils to practise their numeracy and literacy skills in subjects other than English and mathematics.
- Pupils have insufficient opportunities to deepen their knowledge and revisit learning in subjects beyond English and mathematics.
- Some leaders are new to their posts. Their role in monitoring the quality of teaching is not fully developed.
- Teachers do not consistently insist on high standards of pupils' presentation and handwriting. Consequently, pupils' presentation and handwriting are variable in quality.
- Leaders and governors understand the main priorities for improvement. However, improvement plans do not include clear measurable steps to judge the effect of actions taken to improve standards.
- Governors check the effect of actions leaders have taken to improve the school. However, they have an overgenerous view of the effectiveness of some of these actions.

The school has the following strengths

- The trust is taking robust action to improve the aspects of the school that have declined.
- High-quality staff training is improving the quality of teaching across the school.
- Pupils demonstrate positive attitudes towards their learning and behave well. Most pupils enjoy school and attend regularly.
- Children in Reception make good progress as a result of effective teaching, learning and assessment.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that all pupils make good progress in their learning across the curriculum by:
 - making sure that all staff have equally high expectations of what pupils can achieve
 - ensuring that learning is challenging for all pupils, so that a greater proportion of pupils achieve the expected and higher standards of attainment
 - further reducing gaps in pupils' learning caused by previously weaker teaching
 - making sure that there is a consistent approach to the teaching of spelling, including developing pupils' understanding of subject-specific vocabulary
 - providing more opportunities for pupils to practise their literacy and numeracy skills across the curriculum
 - further developing pupils' mathematical problem-solving and reasoning skills
 - ensuring that teachers insist on high standards of presentation and build on the work to improve pupils' handwriting
 - further improving the outdoor area in Reception so that it complements the rich learning environment found indoors.
- Improve the effectiveness of leadership and management by:
 - developing further the skills of new leaders so that they are able to monitor the quality of teaching, learning and assessment more effectively
 - strengthen improvement plans to incorporate clear interim milestones to judge the effect of actions taken to improve the quality of teaching, learning and assessment, so that governors can hold leaders more robustly to account
 - ensuring that in all subjects, curriculum plans consider the sequencing and progression of pupils' knowledge, understanding and skills, so pupils have more opportunities to revisit, deepen and build on their prior learning, and understand the links between subjects.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Until recently, leaders, governors, and the trust have not tackled weaknesses in the quality of teaching, learning and pupils' outcomes quickly enough. Teachers' assessment of pupils' work has not been accurate. Governors did not challenge leaders effectively when pupils' outcomes and the quality of education began to decline.
- In recent years there has been turbulence in staffing. This has led to instability, contributing to the decline in the quality of education. Staffing is now more stable.
- Since September 2018, the trust has taken effective action to improve the quality of teaching and pupils' outcomes. The trust has created additional capacity within the senior leadership team to support the school to improve, for instance support from a national leader of education and the trust's primary school improvement partner. Actions such as these have stemmed the decline in the quality of education.
- The school development plan identifies the main priorities for improvement. Staff understand these priorities. However, there are very few interim milestones within the plan for leaders and governors to judge the effect of actions to improve the quality of teaching and pupils' progress.
- Staff feel well supported by leaders. They talk positively about the training they have received this academic year to improve their practice. High-quality professional development is improving the quality of teaching, particularly the teaching of reading and mathematics.
- Leaders have created an ethos where pupils are considerate, polite and respectful of others. The school motto, 'respect for ourselves, respect for each other and the environment', permeates all aspects of school life. Most pupils who inspectors spoke to are knowledgeable about British values. They learn about different religions. However, some pupils find it difficult to remember what they had learned about different religions and British values because there are not enough opportunities for pupils to revisit prior learning.
- Leaders have recently reviewed the wider curriculum. Consequently, a new curriculum was introduced in September 2018, with the aim of enhancing pupils' understanding of the world around them. However, there are missed opportunities in subjects such as history and geography for pupils to deepen their learning and revisit prior learning. Other than in English and mathematics, pupils have limited recall of the subjects they had studied. In some year groups, too much time is spent on English and mathematics at the expense of other subjects. Curriculum plans in subjects beyond English and mathematics do not identify clearly the progression of pupils' knowledge, understanding and skills and the sequencing of learning.
- New leaders are beginning to lead improvements with support from trust leaders. However, they are not effectively evaluating the impact of their work to improve the quality of teaching.
- Pupils, parents and carers, who made their views known to inspectors, talk positively about the range of enrichment opportunities, including trips, visits and sporting activities. These activities enhance the taught curriculum.

- The vast majority of parents who responded to the Ofsted parent survey, Parent View, would recommend the school. Many parents expressed that the school is 'caring, warm and inclusive'. However, some parents expressed concerns about the decline in the quality of education in recent years. Not all parents who responded to the Ofsted survey believe that the school deals effectively with bullying.

Governance of the school

- Until recently, governors have not challenged leaders effectively to address the decline in the quality of education. Governors have accepted school leaders' views of the school too readily. The board of trustees now provides increased levels of support and challenge to the governing body.
- Governors are committed and dedicated to improving the school. They visit the school regularly to check the effect of leaders' work. Governors understand the school's strengths and weaknesses. For example, they know that the progress made by pupils in Year 6, particularly in reading and mathematics, has not been good enough in the past. Governors now challenge leaders more effectively. However, they still have an overgenerous view of the effect of leaders' actions to improve the quality of teaching.
- Governors ensure that funding to support disadvantaged pupils and pupils with special educational needs and disability (SEND) is used effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all staff are well trained to spot the signs that may indicate that a child is a risk of harm. For example, they understand the dangers of county lines gangs and child criminal exploitation. Staff are clear about whistleblowing procedures.
- Staff can articulate how they log and follow up any safeguarding concerns. Pupils told inspectors that they can talk to the 'safeguarding team' if they have any worries or concerns. Pupils, who made their views known to inspectors, feel safe in school.
- Pupils understand how to stay safe online. They also learn through personal, social, health and citizenship lessons how to keep themselves safe outside of school. For instance, they learn about healthy relationships, mental health and first aid.
- Leaders carry out the necessary checks to ensure that staff are safe to work with children. One amendment was made to the single central record, which record the checks made on staff, during the inspection.
- A number of staff are paediatric first-aid trained. Leaders ensure that this training is kept up to date.

Quality of teaching, learning and assessment

Requires improvement

- Historically weaker teaching has led to gaps in pupils' knowledge, understanding and skills across the curriculum. In the past, leaders have not taken effective action to improve the quality of teaching, learning and assessment.

- Action taken by school leaders since September 2018 is improving the quality of teaching. However, the quality of teaching remains variable across subjects and year groups and requires improvement.
- When teachers ensure that learning is challenging, pupils rise to the challenge. Pupils enjoy grappling with their learning. However, not all staff have equally high expectations of what pupils can achieve. Expectations are sometimes too low and so pupils find the work too easy. Inspectors observed some pupils completing activities quickly, with no further work to move onto.
- Training for staff this year has focused on improving the quality of teaching, particularly in reading and mathematics. Pupils are developing increasing fluency in mathematics. Teachers are developing pupils' comprehension and inference skills in reading more effectively across year groups.
- Pupils now access more challenging whole class-texts. There is a growing culture of reading. However, there is not a consistent approach to developing pupils' subject-specific vocabulary and correct spelling of subject-specific words.
- In mathematics lessons, sometimes, teachers miss opportunities to develop pupils' mathematical problem-solving and reasoning skills. There are limited opportunities for pupils to practise their literacy and numeracy skills in other subjects, such as history, geography and technology.
- Inspectors scrutinised pupils' books across the wider curriculum and spoke to pupils about their learning. Inspectors found that pupils have limited opportunities to revisit and deepen their learning and build on prior knowledge in subjects beyond English and mathematics.
- Pupils' presentation is variable across year groups and subjects because staff do not have consistently high expectations of what pupils can achieve. Recent work to improve pupils' handwriting is showing some effect. Spelling errors are not addressed effectively by some teachers. As a result, some pupils repeat the same spelling errors.
- Positive relationships exist between staff and pupils. Pupils are confident to take risks and learn from their mistakes. They are interested in their learning. For example, pupils told inspectors that they enjoy taking part in experiments in science lessons.
- The teaching of phonics is effective and systematic. Teachers and teaching assistants follow a similar structure for each phonics session. Reading books are well matched to pupils' phonics understanding. Pupils have the opportunity to re-read books to develop their fluency.
- Pupils with SEND are well supported by teaching assistants. When planning learning, staff consider these pupils' individual needs and starting points. Effective intervention is put in place when required. Parents, who made their views known to inspectors, spoke positively about the individualised support provided to their child.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils told inspectors that bullying is rare. They understand the different types of bullying. Pupils told inspectors that they do not hear the use of inappropriate language such as homophobic and racist language in school.
- The school has achieved the UNICEF Level 1 Rights Respecting School Award. Leaders place high importance on developing pupils' respectful and tolerant attitudes. As a result, pupils show respect and tolerance of difference.
- Pupils are self-assured. Most pupils contribute well to discussions and are confident to share their views. They respect each other's opinions.
- The curriculum contributes well to the development of pupils' spiritual, moral and cultural understanding. For instance, during the inspection children were discussing what equality means during an assembly. In Year 6, pupils discussed gender stereotyping. Pupils have the opportunity to join the school council and become school health ambassadors. Opportunities such as these enable pupils to develop their confidence and leadership skills.

Behaviour

- The behaviour of pupils is good.
- Pupils demonstrate positive attitudes towards their learning. They are confident to express their views. They help and support each other during lessons.
- Pupils conduct themselves well around the school, including at breaktimes and lunchtimes. They follow the instructions of staff. For example, inspectors witnessed pupils very promptly following staff instructions at the end of breaktime.
- There have been no exclusions in the last five years. Pupils and staff say that the vast majority of pupils behave well. The school's behaviour logs validate this.
- The pupils who made their views known to inspectors are proud of their school. They look after the school environment.
- Pupils' attendance is above the national average. The proportion of pupils who are regularly absent from school is below the national average. Pupils understand the importance of attending school regularly and being punctual.

Outcomes for pupils

Requires improvement

- Over time, the proportion of pupils attaining the expected standard in reading, writing and mathematics combined by the end of key stage 2 has declined and, in 2018, was considerably below the national average. The progress made through key stage 2 in reading and mathematics by Year 6 in 2018 also declined and was well below average. This limited how well some pupils were prepared for secondary school.
- Work in pupils' books shows that since September 2018, key stage 2 pupils are making better progress in reading, writing and mathematics. This is due to improving teaching. A higher proportion of pupils are attaining the expected and higher standards in reading, writing and mathematics. However, due to weaker teaching in the past, there are still gaps in pupils' knowledge and understanding.
- Historically, pupils have made better progress in key stage 1. Although pupils'

attainment by the end of key stage 1 has been variable over time, it has not been significantly different from the national average. Current pupils in key stage 1 are making good progress in English and mathematics. However, their progress across the wider curriculum remains variable. Pupils' recall of the topics they have studied in subjects such as history is limited.

- Until recently, teacher assessments have not been accurate, particularly in mathematics. As a result, leaders have introduced more effective systems this year to check the progress made by pupils from their different starting points. Moderation of pupils' work in English and mathematics across the trust is ensuring that current teacher assessment is much more accurate.
- Disadvantaged pupils are well supported. Their individual barriers to learning are identified and funding to support these pupils is well utilised. Trends in disadvantaged pupils' progress and attainment over time, and comparisons to national averages, are not meaningful due to the very small numbers of disadvantaged pupils in each year group.
- Pupils with SEND make good progress in key stage 1. However, their progress is more variable in key stage 2.
- In 2017 and 2018, a higher proportion of pupils in Year 1 passed the phonics screening check compared to the national average. This is because of effective phonics teaching.

Early years provision

Good

- In 2017 and 2018, a higher proportion of children achieved a good level of development by the end of Reception compared to the national average. As a result, children are well prepared for the demands of the Year 1 curriculum.
- Effective communication ensures that parents are well informed and regularly updated about their child's progress. Parents of children in Reception, who made their views known to inspectors, are overwhelmingly positive about early years provision and the caring ethos.
- Children develop positive attitudes towards their learning from an early age. Good manners and the importance of being kind to one another are reinforced consistently by staff. Well-established routines ensure that children are engaged in their learning.
- Behaviour is generally good in Reception and there is an orderly environment.
- The indoors area is text and print-rich, promoting mark-making. A range of opportunities are provided for children to develop their written skills. As a result, children are keen to write. However, at times, boys' progress in writing is not as strong as girls.
- Leaders ensure that there are no breaches of the early years welfare requirements.
- The outdoors area in Reception is not as abundant in opportunities for children to develop their literacy and numeracy skills as found indoors.

School details

Unique reference number	143241
Local authority	Leeds
Inspection number	10087605

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	Board of trustees
Chair	Emma Jackson
Acting Headteacher	Claire Roberts
Telephone number	01132 876195
Website	www.kippaxgreenfield.co.uk
Email address	kgpsoffice@brigshawtrust.com
Date of previous inspection	Not previously inspected

Information about this school

- Kippax Greenfield Primary School converted to become an academy school in September 2016. When its predecessor school was last inspected by Ofsted it was judged to be good overall.
- The school is part of the Brigshaw Learning Partnership, a multi-academy trust. Responsibility for the school rests with the board of trustees. The structure of the trust's governance and management can be found on the trust's website.
- The school is a smaller than average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils who are disadvantaged is below the national average.
- The proportion of pupils who have an education, health and care plan is below the national average.

Information about this inspection

- Inspectors visited a number of lessons in all year groups. Some lesson visits were carried out jointly with members of the senior leadership team.
- Inspectors spoke to pupils informally during breaktimes and lunchtimes. Inspectors also met formally with pupils in Years 3, 4, 5 and 6.
- An inspector listened to some pupils in Years 1, 2 and 6 read.
- An inspector held a telephone conversation with a parent. Inspectors talked to parents at the start and end of the school day as they were picking up and dropping off their children.
- Inspectors spoke to a number of staff during the inspection.
- Inspectors scrutinised pupils' work with leaders.
- An inspector met with two governors, including the chair of the governing body. An inspector also met with four members of the board of trustees, including the chair of the board to trustees.
- A number of meetings were held with the trust's chief executive officer and primary school improvement partner.
- Inspectors scrutinised a wide range of documentation relating to the school's work, including the self-evaluation document, the school improvement plan, external reviews, information about current pupils' progress and attainment, minutes of governing body meetings and documents relating to safeguarding, behaviour, welfare and attendance.
- Inspectors took account of the 69 responses to the online survey, Parent View, including the free-text responses. They analysed the 11 responses to the staff survey. Inspectors also considered written communication from a parent.

Inspection team

Michele Costello, lead inspector

Her Majesty's Inspector

Louise Greatrex

Ofsted Inspector

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