

# Inspection of Kerr Mackie Primary School

Gledhow Lane, Leeds, West Yorkshire LS8 1NE

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Inspection dates: 11 and 12 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are proud to be part of the Kerr Mackie community. They enjoy their lessons and the good friends that they have. They say that this is a school that welcomes new people, who quickly settle in and are happy here.

Leaders, governors and staff have high expectations of what all pupils can achieve. They are determined to continue improving so that they can provide the best academic and social education. Adults and pupils share the strong school values of the '5Cs' (community, challenge, confidence, curiosity and care). Pupils understand the '5Cs' and put these values into practice.

Pupils are keen to learn and to talk to visitors about what they have learned. They behave well most of the time, in lessons and at break and lunchtimes. There is very little bullying. Pupils say when it does happen, adults quickly sort it out. They say the anti-bullying ambassadors do a good job.

All pupils, including those with special educational needs and/or disabilities (SEND), have the opportunity to be involved in clubs and activities outside of the school day. The Year 6 pupils are particularly looking forward to taking part in exciting outdoor activities on their residential visit. Everyone enjoys the special days when they raise money to help others.

## **What does the school do well and what does it need to do better?**

Leaders and governors have brought about significant improvement since the previous inspection. Leaders seek support from outside of the school. They have provided high-quality training and raised expectations. They use the expertise of individual staff very effectively. As a result, the quality of the curriculum has improved. Pupils study a broad range of subjects. Leaders make sure the content is engaging and relevant for pupils.

Teachers sequence lessons thoughtfully. This helps pupils to build securely on prior learning. Teachers check pupils' knowledge and adjust their lessons to cover any gaps. Pupils say revisiting learning helps them to remember more. The curriculum is varied and interesting. Pupils enjoy debating a range of important issues. For example, pupils in Year 5 can explain their differing opinions of vegetarianism in relation to deforestation caused by meat production.

Pupils with special educational needs and/or disabilities (SEND) study the full curriculum. Pupils with SEND get the support they need to take part in lessons. Their work shows that they achieve very well.

Teachers read a wide range of stories to pupils, for enjoyment and to enhance the curriculum. The youngest children enjoy rhyming stories and those with repeated words and phrases. They act out the stories they hear. This helps them to remember

stories and learn story structures. Learning to read well is a very high priority. Leaders have put a new phonics scheme in place. They have trained and supported staff to ensure the teaching of phonics is strong. Teachers give extra help to pupils who need it. This helps pupils to keep up.

Recently, there have been rapid improvements in the early years. Leaders have trained staff to better understand the curriculum and to use resources effectively. They have ensured that the curriculum focuses on the communication and language of children. Staff teach children new vocabulary in taught sessions and in play. Relationships are warm and purposeful. As a result, children show independence and confidence in their interactions with each other. Leaders have recognised that they need to make sure these improvements become embedded over time.

Leaders have introduced 'play zones' and new equipment in the playground. This has made play at breaktimes more purposeful and pupils' behaviour has improved. Pupils are kind and respectful to each other. They have a wide knowledge of different faiths and cultures. Their understanding of fairness and mutual respect shines through. They say there is occasional name-calling. They say this is not acceptable and that teachers deal with it straight away. Attendance is not as high as it should be. This has been made worse by the pandemic. However, too many families take holidays during term time.

Pupils enjoy taking on responsibilities in school. For example, the Year 5 'community carers' have helped the Year 1 pupils settle back into their lunchtime routine. Other roles include community coaches, anti-bullying ambassadors and community councillors. Pupils want everyone to be involved. They told us, 'This is why we are called a community.' All pupils are encouraged to take part in activities outside of lessons. These include arts and crafts, archery, cooking and football.

The governing body has a wide range of expertise. Governors know the school very well. The governing body is not fully representative of the local community. Governors are seeking to address this.

Staff appreciate the high-quality training they receive. They feel well supported. They say leaders put strategies in place to help them manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular training in keeping children safe and are alert to signs that something may be wrong. Records show that leaders take immediate action when a concern is raised. They are tenacious in engaging the help of outside agencies when necessary.

The school's single central record of adults working with children in school is well maintained. Appropriate checks are made to ensure these adults are suitable to work with children.

Pupils trust the adults in school to look after them. Staff make sure pupils can talk to a trusted adult if they have any worries.

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

### **(Information for the school and appropriate authority)**

- Until recently, the curriculum in early years was not as developed as that in the rest of school. Some children did not achieve as well as they could. Recently, leaders have taken steps to improve the curriculum in early years and significant improvement has already taken place. Leaders should continue with their plans to embed the new curriculum and ensure it is followed consistently.
- Some pupils do not attend school every day as they should. Leaders should continue with their work to help parents to understand the importance of regular school attendance so that pupils can consistently access the good quality of education on offer.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107910
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10227328
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Shelagh Henderson
<b>Headteacher</b>	Katie Furlong
<b>Website</b>	<a href="http://www.kmps.org.uk">www.kmps.org.uk</a>
<b>Date of previous inspection</b>	10th July 2018

## Information about this school

- The headteacher and deputy headteacher are new to post since the previous inspection.
- The chair of governors is new to role since the previous inspection.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This is the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- We met with the headteacher, the deputy headteacher, the English leader, the mathematics leader, the leader for SEND and some foundation subject leaders.
- The lead inspector met with members of the governing body, including the chair of governors.
- The lead inspector had a phone call with a representative from the local authority.
- Inspectors met with a group of girls and a group of boys.

- Inspectors carried out deep dives in reading, mathematics, science, geography and modern foreign languages. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. An inspector also observed adults listening to pupils read.
- An inspector met with the leaders of music, physical education, art and design and design technology and looked at their curriculum documents.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. An inspector also talked to the designated safeguarding leader.
- An inspector discussed the school's records on attendance and behaviour with the headteacher.
- The lead inspector reviewed the school's self-evaluation document and plans for improvement.
- Inspectors talked informally with pupils in lessons and at breaktimes. They also took account of the 131 responses to Ofsted's online pupil questionnaire.
- Inspectors evaluated the 56 responses to Ofsted's survey, Ofsted Parent View.
- Inspectors met with some members of staff and took account of the 22 responses to Ofsted's online survey.

### **Inspection team**

Janet Keefe, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Judy Shaw	Ofsted Inspector

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