

Inspection of Kippax Greenfield Primary School

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

Inspection dates: 2 and 3 March 2023

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

What is it like to attend this school?

Leaders have high expectations for pupils. These are reflected in the school's ethos statement 'Growing Greatness at Greenfield'. Pupils strive to show 'greatness' by working hard, taking on leadership roles and supporting others.

Leaders also have high expectations for pupils' learning. Leaders have worked hard to improve the curriculum. Teachers now plan lessons more effectively in all subjects using this curriculum. Pupils enjoy learning new knowledge and information. At times, the presentation of their work does not meet the high standards leaders expect.

Through planned assemblies, pupils learn about important issues, such as mutual respect and how to respond to different points of view. Leaders are keen for pupils to try different activities and experiences. A variety of after-school clubs, including netball and football, are well attended and popular with pupils.

Relationships between staff and pupils are friendly, positive and respectful. Pupils follow established routines and are generally well behaved. In lessons, pupils show respect for others' opinions and are eager to contribute to discussions. Pupils know that staff will act swiftly and effectively to help them to resolve any disagreements. The majority of pupils attend school regularly.

Parents are proud that their children attend the school. Pupils are too. As one pupil told inspectors 'We may be small, but we are great'.

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

Leaders have created a curriculum which is deliberately designed around the life experiences leaders want pupils to have at school. The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Passionate and knowledgeable curriculum leaders have identified the knowledge and skills they want pupils to learn in all subjects. They have identified the small steps the pupils need to take to be successful learners.

Children begin to learn to read as soon as they start school. The phonics programme is suitably resourced. All adults teach phonics sessions effectively, as a result of relevant training. Pupils read books containing sounds they know to help develop their confidence. They practise reading daily. Additional sessions are provided for pupils who need extra help. Leaders have created a library in school, which pupils visit every week. Leaders encourage pupils to read at home in the 'rainbow reading' challenge. When they complete it, pupils become reading ambassadors.

The mathematics curriculum is carefully planned and ambitious. Children in all classes have daily mathematics lessons as well as opportunities to develop mathematical knowledge through other activities. Teachers have good subject

knowledge and think carefully about how to present mathematical ideas, so that pupils will understand them.

In history, pupils understand important concepts, such as worship, civilisation and empire. This is because teachers are clear about what pupils need to learn. Lessons are planned to build sequentially on what pupils already know. Teachers make sure that pupils understand and use the correct vocabulary linked to the subject. This helps pupils to explain their thinking.

Children make a good start in the early years. Teachers have meticulously planned what children need to learn to be well prepared for Year 1. The curriculum focuses on communication and language, enhanced by carefully selected books. Adults support children to work together and share resources. Routines are well developed and children know what is expected of them. Teachers plan engaging activities which appeal to children's curiosity. Children enjoy these activities. Through them they develop perseverance and independence as they learn.

Pupils with SEND are sensitively supported by well-trained adults. Leaders create plans that include targets to meet pupils identified needs. However, activities and work in pupils' books show that some tasks do not support pupils to meet their targets. Furthermore, adaptations planned by leaders to support pupils with SEND, are not implemented consistently across school. This means that some work pupils are given does not always support them to make progress.

The school has high expectations for behaviour. Usually, these are met. Pupils say there are some behaviour issues, such as falling out. While they recognise these happen, they say it is infrequent. They know that adults are there to help them resolve problems if needed. Pupils say adults are fair. They help them to learn to be accepting of differences in others.

Leaders have prioritised the personal development of pupils. A well-planned curriculum for personal, social and health education (PSHE), is supported by other enrichment opportunities. Trips and visits enhance what pupils' study. Pupils attend community events and visit universities in the cities the classes are named after.

Staff are dedicated and want the best for all pupils. They say their workload is manageable. They enjoy the regular training about how to improve their teaching. This aids their professional development. Teachers at all stages of their careers are well supported by leaders.

The Brigshaw Learning Partnership provides strong support for leaders. Leaders, including governors and the trust, have an accurate view of the school's strengths and are clear about the areas to focus on to make it even better.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed effective systems to identify the needs of vulnerable pupils and their families. Staff are well trained and know how to record and raise concerns. Working with a range of external agencies, leaders ensure families get the help they need.

Safeguarding checks are made on staff prior to them working in the school. Regular checks are made on the records leaders keep linked to safeguarding systems to ensure these are robust.

Leaders promote and develop pupils' understanding and awareness of how to stay safe. They have ensured that the PSHE curriculum supports pupils' awareness in a number of aspects, including healthy relationships and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always adapt learning, use resources effectively or implement approaches consistently to support pupils with SEND. This means that some pupils with SEND do not have the necessary help to access the curriculum at a suitable level and, therefore, do not make sufficient progress. Leaders should ensure that teachers are trained and able to adapt learning effectively in all subjects.
- Leaders have set high expectations for pupils' behaviour. However, these are not applied consistently in all classes. Consequently, in lessons and at times of transition between lessons, pupils do not behave as well as expected. This impacts on their learning and is seen in the variable quality of their work. Leaders need to ensure that teachers are clear about their expectations for behaviour and work, and that the expected standards are applied consistently.

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.

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

Unique reference number	143241
Local authority	Leeds
Inspection number	10255743
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	150
Appropriate authority	Board of trustees
Chair of trust	Emma Jackson
Headteacher	Beth Hartshorne
Website	www.kippaxgreenfield.co.uk
Date of previous inspection	5 and 6 June 2019, under section 5 of the Education Act 2005

Information about this school

- There have been many changes in staffing since the last inspection. A new headteacher, assistant headteacher and four new teachers have joined the school.
- Kippax Greenfield Primary School is much smaller than the average sized primary school. There are five classes, a single class for Reception and four other mixed-age classes.
- The school is a member of the Brigshaw Learning Partnership.
- The chair of governors is also the interim chair of the trust.
- The school site shares parts of the reception outdoor area with an on-site nursery, which is privately run.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received 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.
- Inspectors met with headteacher and curriculum leaders. The inspector spoke to many teachers and other support staff, in addition to representatives from the board of trustees and the governing body. The inspector also met the chief executive officer from the Brigshaw Learning Partnership.
- Inspectors held meetings with groups of pupils and spoke to a number of others informally. Inspectors observed pupils' behaviour at playtime, lunchtime and during whole school assembly.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors met with curriculum leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also heard pupils read to a familiar adult in the school.
- Inspectors took account of a range of documents and information, including the school website, school policies, self-evaluation documents, records of behaviour, minutes of meetings, documents related to safeguarding and subject curriculum plans.
- Inspectors considered staff responses and parent responses to the online questionnaire, Ofsted Parent View. Inspectors also met parents informally at the start of the school day. There were no pupil responses to the pupil survey.

Inspection team

Nicola Shipman, lead inspector

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