



Kippax Greenfield Primary School

Inspection Report

Unique Reference Number 107867
LEA Leeds
Inspection number 277855
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mrs Elizabeth Charlesworth CfBT Lead Inspector

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

Type of school	Primary	School address	Ebor Mount
School category	Community		Kippax
Age range of pupils	4 to 11		Leeds, West Yorkshire LS25 7PA
Gender of pupils	Mixed	Telephone number	0113 2146811
Number on roll	182	Fax number	0113 2870981
Appropriate authority	The governing body	Chair of governors	Mr Paul Smith
Date of previous inspection	22 January 2001	Headteacher	Mrs Val Sian

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small primary school, with more boys than girls, on the eastern fringes of the city of Leeds. The low proportion of pupils claiming free school meals does not accurately reflect the social and economic circumstances of many of the families in this former mining village. Children join Reception from a large variety of pre-school provision. The majority of the pupils are White British with English as their first language. The proportion of pupils with learning difficulties and/or disabilities is much lower than nationally. The school has awards for Healthy School, Investors in People and in Pupils, Activemark and The Stephen Lawrence Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Pupils are the best advocates for their school. 'Learning is an ever open door' – this banner greeting everyone entering the school encapsulates the school's values. Inspectors and the school are in agreement that the school is outstanding. Enthusiasm for learning derives from the superb example set by all staff. A robust commitment to high standards translates into an imaginative approach to learning, bearing fruit in improving standards that are now above average. The energetic headteacher convinces everyone that they 'can do' and, as a result, pupils and staff reach for the stars. Because of the foresight of the senior management team, the governing body has supported the introduction of a partnership development officer. From a base within school, he is the spearhead for the establishment of a children's centre in Kippax, working with parents in giving all children in the area an even better start in life. From the moment children start in the Foundation Stage all staff work purposefully to build on their very diverse starting points. Overall, social and communication skills are weak when children start school but through stimulating teaching and care children make the good progress needed to cope with the Key Stage 1 curriculum. This is the bedrock of further good progress at Key Stage 2. As a result, pupils leave school with above average standards. They relate well to each other and communicate well through writing and speech.

The school enjoys the support of all the community and its work is held up as an example of innovation within the local authority. Thinking skills, philosophy, a cross curricular approach to English and mathematics and a commitment to personalised learning are the cornerstones of a successful curriculum, developing well-rounded individuals. Issues from the previous inspection have been successfully dealt with and astute financial management ensures the school gives excellent value for money. The success of the school is best summed up by a parent: 'Greenfields Primary – you are a cut above the rest.'

What the school should do to improve further

The school is very well aware of what it needs to do and has secure plans in place for further improvement.

Achievement and standards

Grade: 2

The school has gone through a period of change and readjustment since the previous inspection and results did not rise at the same rate as national results. However, standards in Key Stage 2 and particularly in Year 6 are now above average. All staff have belief in pupils' potential and they work relentlessly to ensure that this is fulfilled. This positive approach is supported by rigorous assessment and target setting so that throughout the school pupils are rising to the challenge of meeting ever more demanding targets. There are pupils in Years 3, 4 and 5 who have already met their end of key stage target, based originally on Key Stage 1 results. Because of this, the

school is secure in its estimate that results in the national tests for eleven-year-olds in 2006 will return to the above average position last achieved in 2003.

When children start in Reception their skills are well below what is expected for their age, particularly in speaking and listening, and sharing together. However, they make good progress in preparation for the next stage of learning. Good progress continues during Key Stage 1 so that results are in line with national averages in the national tests for seven-year-olds. The foundation for individualised learning is laid down during these two years and pupils build impressively on this during Key Stage 2. Pupils with learning difficulties and/or disabilities make good progress as a result of support and care that raises their self-esteem.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils say they are very happy at this school and feel highly valued by the teaching and support staff. They welcome the many opportunities provided to enhance their personal development by, for example, helping to run the fruit tuck shop at play times or training to be one of the school's road safety officers. Members of the school council are very proud of their developing programme of recycling in order to support the local environment. One pupil summed up the feelings of many pupils in the school when he remarked, 'We work hard and the teachers give us lots of interesting and exciting things to do'.

Pupils' overall attendance is above the national average and their punctuality is good. Their attitudes and behaviour in lessons and around the school are exemplary. Pupils say that they like sport and physical education and that they are encouraged to develop healthy lifestyles by, for example, eating more fruit and taking part in regular daily exercise routines.

Spiritual, moral, social and cultural development is excellent. The multicultural development of pupils is significantly improved through a growing understanding of world faiths such as that seen in a Reception class in which children were encouraged to act out the parts of a Sikh wedding including the wearing of traditional costumes.

Quality of provision

Teaching and learning

Grade: 1

By the time they reach Year 6, pupils are manifestly demonstrating the impact of the school's emphasis on personalised learning. They are confident, independent learners who articulate their ideas clearly, undaunted by the responsibility placed on them to organise their day to meet their objectives in a way that suits them best. Throughout the school teachers relish their role, which they describe as learning facilitators, and keep a careful check on pupils through setting individual objectives and through the marking of books. In turn, pupils enjoy the dialogue with teachers through their written work. In a mathematics book a teacher wrote, 'then add the nought', to which the

pupil responded, 'Oh yes, I forgot to put it.' On another occasion, a pupil's response was that now he understood it. This is how teachers know that pupils take note of their advice and that it is followed through. There is a strong emphasis on the teaching of basic skills and pupils explore out loud with their teacher the ideas they later turn into writing. Teachers ask questions that stimulate these ideas and in a Year 6 lesson pupils carried on the dialogue for themselves.

One of the most effective strategies introduced in recent months is the colour coding of written English, according to punctuation and grammar. It is working very well in improving writing and the school is planning to introduce something similar in mathematics. It is no wonder that pupils write well when they can be heard discussing matters from 'what is a bag', to the merits of playing on the slope at playtime.

Curriculum and other activities

Grade: 1

The school's innovative and exciting curriculum is outstanding. The promotion of reading, writing and mathematics is cleverly interwoven through topics and links with other subjects. The significant impact of this approach is to be seen on the very happy and smiling faces of the pupils as they experience many dynamic and exciting lessons, leading to good levels of achievement. Enjoyment is embedded across the curriculum and pupils say that they cannot wait to arrive in school each morning. Provision in the Foundation Stage is very well organised, covering the required areas of learning within an appropriate combination of adult led activities and those in which pupils have a degree of choice. In the early days in school children's learning is organised so that they focus on playing and working together, activities that emphasise the need to develop speaking and listening. The curriculum is further and significantly enriched through the many opportunities provided for pupils to visit, study and work in the local environment and by means of the very well supported and excellent range of extra-curricular activities and clubs such as the gospel choir, art club and circuit training.

Care, guidance and support

Grade: 1

The quality of care, guidance and support provided for pupils at the school is outstanding. Arrangements for child protection and health and safety are robust. The school roll includes a fairly wide spectrum of pupils, some of whom have complex needs and low levels of self-esteem. There are excellent levels of both internal and external support provided for these children, in addition to those with learning difficulties and/or disabilities.

The excellent provision of personal, social, health and citizenship education is a particularly effective feature and underpins pupils' self-confidence, helping them to develop a growing understanding of their personal health and safety. All staff use every opportunity to enhance the care provision by their very inclusive approach to all pupils and by providing the highest quality of pastoral support and welfare. Pupils are very aware of their class-based and personal targets for improvement and very effective assessment for learning strategies are in evidence across the school.

Leadership and management

Grade: 1

External reports have described the headteacher as 'inspirational' and this is the main reason why the school is such a happy, vibrant learning place where everyone is united in ensuring that all pupils reach their potential. She has brought about radical and dramatic changes to the curriculum and the learning in school, fulfilling her philosophy of developing well-rounded individuals. In this, a senior management team whose members put learning at the centre of their work very ably support and complement her. All staff benefit from her commitment to personal and professional development. Parents are unstinting in their praise and one comment, typical of many, sums it up: 'This is an exceptional school, my child is tuned in to learning and there is a sense of belonging'.

The governing body is committed to the success of the school as being at the heart of the community, providing just the right balance of challenge and support. It has recently backed the new role of the partnership development officer, who is carrying into the community the school's philosophy of putting children first.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us so warmly to your school this week. Mr Anderson and I really enjoyed our visit to find out how well you are doing. You are right to be proud of your school. There are so many things that are good about it. We were very impressed by your behaviour and the way you enjoy your work. Your teachers and all the other staff look after you very well so that you can always do your very best. We think the excellent teaching and learning are the best things about your school.

We both enjoyed chatting to you at playtime and lunchtime, and also we liked hearing you talk about your work. You are learning so much about the world around you, like when you dressed up for the Sikh wedding in Reception, and when Year 6 were discussing mountains. We like the way teachers write comments in your books and how you write back to them. We think this helps you to understand your work better and to improve.

Mrs Sian knows there are a few things that she wants to be even better so we have asked her to keep up the good work. As we came into school we saw the words 'Learning is an ever open door' and we found it was just that.

Please continue to work and play hard and to enjoy learning. We send you every good wish for the future.