



# Kippax Ash Tree Primary School

Inspection Report

**Unique Reference Number** 131467  
**LEA** Leeds  
**Inspection number** 282213  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Mr James Kilner HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Gibson Lane
<b>School category</b>	Community		Kippax
<b>Age range of pupils</b>	3 to 11		Leeds, West Yorkshire LS25 7JL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 386 2590
<b>Number on roll</b>	430	<b>Fax number</b>	0113 287 7479
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs J Wood
<b>Date of previous inspection</b>	11 September 2000	<b>Headteacher</b>	Mr Martin Hall

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 282213
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

Kippax Ash Tree Primary School is a larger than average school serving the village of Kippax, a socially diverse community, to the east of Leeds. From September 2005, pupils are taught in a new, purpose built school funded from the Private Finance Initiative. The school was officially opened on 21 October 2005. There are no pupils from minority ethnic groups and none speak English as an additional language. On entry to school, pupils' attainment is below that expected for children of this age nationally. The numbers of pupils with learning difficulties and/or disabilities is below the national average for a school of this size. Just over 10% of pupils claim free school meals.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school judges its effectiveness as good but inspectors found this to be satisfactory. Its strengths lie in the care it provides for its pupils and the way it encourages pupils to develop as individuals. Pupils care for one another, with the older pupils undertaking 'buddy' roles to support the younger ones. Less able and vulnerable pupils are included in all activities and well supported by a caring team. Pupils really enjoy their life at school; relationships between all adults and pupils are good. Behaviour is excellent both in lessons and during break times.

Through good provision, pupils in the Foundation Stage make good progress. Progress continues at a less rapid rate in Years 1 to 6 in relation to pupils' prior attainment. Teachers are aware of the need to improve standards with regards to boys' achievement, particularly in writing, and that of higher ability pupils across the curriculum.

Leadership by the headteacher is sound and governors adequately address their responsibilities, but their full involvement in monitoring achievement and standards is still at an early stage of development. There is great support from the parents for the work of the school; they strongly appreciate the care given by the headteacher and his staff to their children.

The school has some strategies in place to ensure accurate self-evaluation, but these systems have not been robust enough to discriminate between areas needing immediate attention and those which can be deferred. This has been due in part to the concentration in recent months on the move to the new school premises. In particular, this has occupied a disproportionate amount of the headteacher's time. However, the governors and management team are now well placed to refocus their efforts to ensure that their monitoring and self-evaluation are back on track. This work is being enhanced by the school's involvement in the Primary Leadership Programme.

Improvement since the last inspection has been satisfactory and there is an adequate capacity for further improvement. The school provides satisfactory value for money.

### What the school should do to improve further

In order to improve the current rate of progress and to raise standards so that all children reach their full potential the school should:

- further develop the systems for tracking pupils achievement, in order to make the most effective use of data collected to target provision
- ensure that robust monitoring procedures are consistently and routinely conducted in order that teaching and learning reach standards that are good or better
- improve strategic planning by the senior management in order that priorities for development are clearly linked to raising achievement and standards
- ensure that governors undertake a more active role in monitoring the success of these plans.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory. The attainment of many pupils on entry to nursery is low for their age, particularly in relation to personal and emotional development and language skills. During the Foundation Stage, they make good progress as a result of the nurturing environment, the opportunities given to encourage independence and a strong focus on the development of language and literacy skills. By the end of Reception, the achievement of most children is broadly in line with standards expected nationally, although some have continuing difficulty with reading and writing.

Achievement in Years 1 to 6, overall, is satisfactory for most pupils and, by the end of Year 6, pupils attain in line with standards expected nationally. However, for some groups and individuals, attainment is low in comparison with schools in a similar context. The school is aware that this includes the performance of boys, particularly in regard to writing, and that of pupils of higher ability. Whilst there are arrangements in place to promote higher attainment for these pupils, more could be done. For example, assessment information is collected, but there is further scope to improve its use in order to ensure earlier intervention and provide more targeted support.

Children with learning difficulties and/or disabilities receive satisfactory support and make sound progress.

## **Personal development and well-being**

### **Grade: 2**

The school judges this area to be satisfactory; however, inspectors found this to be good, with some outstanding features.

Within a strong personal, social, health education and citizenship (PSHCE) programme, pupils understand the dangers of smoking and substance abuse, and are educated about sexual health. Excellent provision in information and communication technology (ICT) means that pupils progress to high school with well developed ICT skills. Pupils are able to think about themes promoted each week in assemblies as teachers use daily opportunities to link these to their lives. During an English lesson, when a child had made an error, the teacher used the opportunity to reflect on the theme for the week that 'sometimes it is acceptable to make mistakes'.

The school council has democratically elected representatives from throughout the school. They are influential in decision making about provision for them in their new school, for example, in playground design and healthy eating. They are provided with healthy choices at lunchtimes and have opportunities to eat healthy snacks during break times. Use of ICT is protected by the local authority's effective monitoring and filters.

Pupils are immensely proud of their school and behaviour is excellent. The enjoyment which pupils derive from, and bring to, their learning is an abiding feature of the school. The school works with parents to address unauthorised absence.

Pupils help each other, for example, at lunchtimes when older pupils help look after younger ones. The school choir visits homes for the elderly and a gardening club makes extensive use of the local allotments. Many teams take part in local leagues and fixtures. The use of the school building for worship by a local church is fostering stronger community links.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, although some good and even some outstanding teaching was seen. While the needs of all pupils are generally met, some of the more able pupils are not yet reaching their full potential.

All of the good lessons were characterised by good planning, an interesting range of activities and skilled questioning which involved all learners. Where teaching was less successful, there was insufficient clarity of purpose, not all pupils were fully engaged or understood what they should have been doing, and there was not enough challenge to extend the most able pupils' learning. All pupils' work is marked but there are inconsistencies in the degree to which pupils are given targets to improve their work. Where this is done well it is effective in guiding pupils to the next level of their learning.

The school has high-calibre support assistants; it has selected and trained them well and their work does much to promote effective learning. They provide effective support for pupils with learning difficulties and/or disabilities who make satisfactory progress. Both teachers and support assistants have a secure and caring relationship with the pupils.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum provision is good, and there are equally good extra-curricular opportunities, both in sports and in a wide range of other activities. The school makes good use of visits, from theatres to water treatment plants, and pupils have been hugely stimulated by the input of visiting theatre companies and artists in residence. The curriculum meets fully the aspirations of all learners including those identified with learning difficulties and/or disabilities.

The basic curriculum is strengthened by the input of subject coordinators in key areas, sharing ideas and good practice. ICT makes a considerable contribution to the curriculum. There is excellent provision of computer hardware and a wide range of applications and learning software. The school is rapidly developing a high quality resource for the benefit of all pupils of all abilities. The social education programme teaches pupils about citizenship, health, sex and relationships, and drugs education. Participation and success add to pupils' confidence and help develop responsibility and good teamwork.

## Care, guidance and support

### Grade: 2

There is good provision in this area. Child protection procedures are well established and all staff receive appropriate training. Vulnerable pupils are supported sensitively. Pupils in Year 6 are well supported during their transfer to secondary education. Risk assessments are undertaken appropriately before all activities and the governors' health and safety committee are rigorous in their monitoring of the school's procedures and practices.

Links with parents are very strong and they are encouraged to take an active role in the life of the school both socially and academically. Open evenings and school functions are very well attended and supported. A significant majority of parents responded to the pre-inspection questionnaire and were highly supportive of the school and the headteacher.

Pupils' views are sought and valued through the school council and pupils report that the buddying system works effectively to ensure trouble free lunchtimes as well as addressing any isolated incidences of bullying. The school monitors all racial incidents and deals with them appropriately. The curriculum supports the school's work in dealing with racial awareness so that pupils have an understanding of the issues in the wider multi-cultural society.

## Leadership and management

### Grade: 3

The school judges leadership and management to be good. However, due to the need to improve further some aspects, inspectors judge it to be satisfactory. The headteacher and staff work hard to provide a caring and nurturing environment in which to learn, and in this they are very successful. The school has a calm purposeful atmosphere.

While the school's self-evaluation and development planning are sound, there is further scope to deploy resources more effectively in order to improve pupils' performance. The monitoring of teaching by senior managers has not been sufficiently frequent. Subject leaders have been undertaking monitoring of teaching and good practice is often shared. However, this is not yet adequately formal or systematic nor are comments followed up in subsequent observations. Where intervention has taken place to improve teaching quality, it has been effective.

The school is currently part of the Primary Leadership Programme and has identified appropriate areas to develop in order to assist it in the commitment to raising attainment.

Teachers know their pupils well as individuals, but all levels of management do not make the most of the information they collect. This has contributed to pupils' progress being no better than satisfactory, particularly for boys and higher achieving pupils.

Governors meet their statutory obligations in areas such as finance and health and safety. In areas where they are confident, they play an effective part. They are not yet

sufficiently involved in strategic planning and monitoring the effectiveness of the school in respect to achievement and standards. With a view to this, they are currently embarking on training to improve their monitoring skills in other areas of the school.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	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	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 the Ofsted inspection team into your school last week. We appreciated the welcome you gave to us and the time many of you gave to talk with us and to let us know your views.

These are our main findings from the inspection.

Kippax is a very welcoming school and we found that some of the activities you do to be exciting and rewarding. Your new school building is something you are all proud to be part of and you are all keen to succeed in your new surroundings.

Your behaviour is extremely good. We found that you looked after each other well, cared for and respected one another and the adults who help you.

You told us that you welcome the fact that the adults in school look after you and keep you safe and that you enjoy your lessons at school. The school really wants you to stay healthy and they are doing all they can to help you to achieve healthy lifestyles in what you eat and how you exercise.

We asked your parents and carers for their views of your school. Over half replied to our questions and nearly all said how much they appreciate the work that your headteacher and the staff do for you.

We think that your school needs to help you to achieve much higher standards. Your teachers work hard to help you to achieve your full potential in life. We feel that they can now work just as hard but in different ways to get you there even quicker so that all of you can reach the highest standards possible.

They will be watching more closely what is happening in your lessons and how well you are progressing towards reaching your targets. You may want to think about ways in which you could help them towards achieving this as well, we know that they value your ideas.

Once again, may we thank you for your warm and friendly welcome to your school. There is much for you and your teachers to be proud of at Kippax Ash Tree Primary School and we wish you every success for the future in your new school.