



Kippax North Junior and Infant School

Inspection Report

Unique Reference Number 107875
Local Authority Leeds
Inspection number 287937
Inspection dates 6–7 November 2006
Reporting inspector Tony Painter

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

Type of school	Primary	School address	Brexdale Avenue
School category	Community		Kippax, Leeds
Age range of pupils	3–11		West Yorkshire LS25 7EJ
Gender of pupils	Mixed	Telephone number	0113 2869427
Number on roll (school)	205	Fax number	0113 2873528
Appropriate authority	The governing body	Chair	Mrs Julie Corrigan
		Headteacher	Mrs J Butler
Date of previous school inspection	20 January 2003		

Age group 3–11	Inspection dates 6–7 November 2006	Inspection number 287937
--------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school is set in large and attractive grounds. It serves pupils from a range of backgrounds, mostly living close to the school within the village, at one time a mining community. The proportion of children eligible for free school meals is around the national average. Almost all pupils come from White British backgrounds but a very small number have English as an additional language. The school has received recognition of its work by gaining a number of awards, including Artsmark, Healthy Schools accreditation, Activemark, ICT Mark, the Stephen Lawrence award and Investors in People. Plans are under way to review the use of the two separate school buildings on the site, a legacy of past school amalgamations, and establishing a Children's Centre in one building.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's own evaluation that it is a good school. It provides good value for money. A very positive atmosphere, good relationships and enjoyment of learning are apparent as soon as you enter the school. Pupils are given a very wide range of opportunities for their personal and academic development. The outstanding curriculum makes very good use of recent national guidance and has established extremely purposeful links between pupils' learning in different subjects. Activities are very well planned to excite and involve pupils. For example, all pupils in Years 3 to 6 learn to play a musical instrument within a well-organised programme of music teaching. The extensive range of well-attended extra-curricular activities, including arts, sports and science, is much appreciated by pupils. The school has taken good action to promote healthy living and ensure pupils' safety.

Good leadership and management are steering the school towards provision and outcomes of the highest order. All staff of the school work well together and there is a strong appreciation of individuals' strengths and how all can contribute to the school's effectiveness. The headteacher has a good overview of the school. Her evaluations are accurate, although they sometimes focus more on what the school is providing than the impact on the quality of pupils' standards and achievements. She has established a purposeful approach to improvements. For example, the recent revision of the senior leadership roles, to appoint two assistant headteachers with complementary roles, has been very successful. All staff are clear of their own roles and the part they play in improving the school. This has improved leadership and management by streamlining approaches to identifying and implementing changes. This very close teamwork has shown itself extremely effectively in recent improvements in approaches to pupils' writing. Consistency of action has led to big improvements in overall standards by Year 6. These actions and improvements show that the school has good capacity to improve further.

Although pupils join the school with a wide range of experiences and abilities, overall attainment on entry is below average, with noticeable weaknesses in aspects of pupils' language skills. Effective provision in the Foundation Stage ensures they settle quickly. They make good progress in all aspects of their work, although their language skills continue to lag behind. The good progress continues through Years 1 to 6 and pupils develop strong basic skills that give a firm foundation for their future lives. The school's standards are normally above average overall, although results in the 2005 Year 6 national tests dropped in English. However, effective action has returned standards to the levels of past years and pupils' achievement remains good. More pupils reached the nationally expected Level 4 in all subjects. Attainment at the higher Level 5 remains relatively weaker, despite good improvements in English. There was a sharp fall in the proportion of pupils reaching the higher levels in mathematics, a subject the school normally does well in. The school is already implementing plans to improve this subject.

Pupils' good progress is a result of the consistently good teaching through the school. Teachers' well-established routines, effective organisation and positive approaches ensure pupils' attention is captured and the pace of learning is maintained. Effective

teaching has been aided by recent improvements in the systems for assessing pupils' achievements, particularly in mathematics and English. A more rigorous approach to setting and monitoring targets for pupils' progress is able to identify quickly where action is needed. This is particularly apparent in the effective way staff organise specific action for pupils with learning difficulties and/or disabilities, ensuring these pupils make good progress. Teachers are using assessment information more effectively in lessons to focus more closely on pupils' learning. Thus, they ensure pupils are aware of what learning is expected and they make greater use of pupils' own targets and assessments to judge the success of learning. In most lessons, teachers group pupils well to match work to the different ability levels. However, there remains room to set greater levels of challenge for the higher attaining pupils to ensure that they make the very best possible progress throughout the school.

What the school should do to improve further

- Ensure teachers use information about pupils' attainment to set tasks that particularly challenge higher attaining pupils throughout the school.

Achievement and standards

Grade: 2

Pupils join the school with a wide range of prior attainment and experiences. However, overall standards are below those generally found and standards in aspects of literacy are weak. Pupils achieve well in the Foundation Stage in all aspects of their development but their speaking and listening and their writing remain below average by Year 1. In Years 1 to 6, pupils continue to make good progress and reach above average standards by Year 6. Pupils with additional learning needs are quickly identified and appropriately supported to ensure they achieve well. Those who are new to the English language rapidly gain skills to play a full part in lessons. The school's results in the Year 6 national tests dipped in 2005, particularly in English, but rose again in 2006. Effective action to tackle the weaknesses and improve writing has ensured the 2006 English results have risen significantly.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good, effectively helping them develop skills and qualities for later life. Very good relationships are quickly established in the Nursery and maintained well through the school. Pupils are polite and courteous. They report that they have plenty of friends around them and this helps them to feel safe. Although behaviour is good around the school and in most lessons, younger pupils sometimes do not listen as well as they should and some behaviour is immature. Pupils enjoy learning, especially when activities are fun and really catch their interest. For example, one pupil explained, 'I like topic work when the teacher uses "visualisation" to help us imagine things'. Pupils are gaining a good awareness of the importance of healthy lifestyles. They eagerly take part in a number

of sporting activities and enjoy the well-organised physical activities at playtimes. Year 6 pupils run a healthy tuck shop during morning play. Proceeds from this venture go to various charities to help those less fortunate than themselves. Pupils contribute well to the school community through the school council and take on supportive roles such as Play Leaders and Buddies. Attendance levels have been higher but are currently average.

Quality of provision

Teaching and learning

Grade: 2

A positive atmosphere and very good relationships are apparent in all classes through the school. These create a strong foundation for learning, giving pupils increasing confidence to take part and answer questions. Explanations and questioning are animated and encourage pupils to join in. Organisation and routines are securely established, which contribute to the effective pace of lessons. Resources, such as the interactive whiteboards, are used with skill to capture and hold pupils' attention in most lessons. Teachers plan lessons clearly, making greater use of accurate information about how well pupils are doing. They identify what pupils need to learn in each lesson and share this with pupils. As a result of a range of innovative strategies, pupils increasingly recognise how well they are learning. Teachers generally group pupils well to undertake activities planned for different ability levels. However, they could be more precise in this, particularly in planning work to challenge higher attaining pupils. The needs of pupils with learning difficulties and/or disabilities are well understood and good action is taken, particularly by support staff, to ensure they learn well.

Curriculum and other activities

Grade: 1

The school has taken effective action to revise the curriculum, making good use of local and national guidance. This has established a very effective approach which ensures strong achievement within an innovative and exciting thematic framework. Extremely thorough planning ensures the requirements of individual subjects are kept firmly in mind while allowing pupils to recognise the links between different parts of their learning. Within this structure, pupils' basic skills of literacy, numeracy and information and communication technology receive very good attention. Innovative strategies contribute effectively to widen pupils' experiences. For example, an outstanding approach to music lessons enables all pupils in Years 3 to 6 to learn to play an instrument. A very substantial range of popular clubs and other activities in and out of school extends experiences and understanding. Well-chosen, well-planned and strongly relevant visits and visitors contribute to pupils' learning.

Care, guidance and support

Grade: 2

The school's provision effectively supports pupils' personal and academic development. Health and safety arrangements are in place and help promote an attractive, welcoming and learning environment. The school has appropriate procedures for child protection and for vetting staff who work with pupils. Clear systems promote good behaviour and deal effectively with any instances of bullying. Pupils like coming to school and are confident their teachers will help them if they have any difficulties. Pupils' progress is tracked well and information is used to identify pupils needing extra support. Good links with outside agencies ensure pupils with learning difficulties and/or disabilities receive the support they need. Pupils with English as an additional language quickly gain confidence in speaking. Targets are being used more effectively to raise achievement, although this could still be better for more able pupils, particularly in mathematics. In lessons, pupils regularly refer to their targets to help them improve their work.

Leadership and management

Grade: 2

The headteacher has a very clear vision and a purposeful approach to the improvement of the school. She is very ably supported by the two senior leaders and an effective governing body. Staff work cohesively as a team; everyone's contribution is valued and maximum use is made of individual expertise. Very effective professional development for all staff is successfully improving the quality of care, teaching and learning. There is no complacency as the school builds well on its strengths to improve standards and achievement further. School self-evaluation gives a realistic and increasingly accurate picture of where the school is now. However, it sometimes focuses too much on its provision rather than on the gains pupils make. It is clear about what works well and where further improvement is needed. Appropriate priorities are clearly identified in the school improvement plan. Where improvement is needed, effective action is taken to deal with the weaknesses identified. This has been shown in the steps taken to improve the teaching of writing across the school and has resulted in improved standards and achievement. The school has developed a good range of partnerships that add to pupils' learning experiences and support staff development well.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

When we recently visited your school, we were very impressed with the warm welcome you gave us. Thank you very much for being so polite and helpful. We were impressed by your good behaviour and how you were all so friendly. It's clear that all the adults and children get on very well together and this helps you to learn well in your lessons.

We were pleased with the way your teachers work together to make sure you all do well in your lessons. They have helped you all improve your writing this year and we know that they are now focusing on mathematics. They make sure you are safe and well cared for and they are really good at planning a lot of interesting things for you to do. You certainly showed lots of enjoyment of all the activities you took part in!

We saw that teachers are always checking how well things are going and planning new ways to teach. You could see that in the ways that teachers are getting you to use your targets. We know that you all like a challenge, so we have asked teachers to make sure they plan work that will really stretch those of you who are already doing quite well.

We are sure they will continue to make a very good job of it and ensure the school keeps improving. We very much enjoyed talking with you and your teachers and wish you and the school the very best for the future.