

# Kayes First and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	107650
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309459
<b>Inspection dates</b>	12–13 March 2008
<b>Reporting inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Pearson
<b>Headteacher</b>	Mrs Lesley Butcher
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Holmfield Clayton West Huddersfield West Yorkshire HD8 9LZ
<b>Telephone number</b>	01484 222918
<b>Fax number</b>	01484 222918

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is a smaller than average sized primary school with provision for pupils from Nursery age to Year 5. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is average but varies considerably between year groups. The school has a Healthy Schools Award, Activemark Gold Award plus Investors in People and Investors in Pupils Awards. The school is working towards Eco Schools Silver and ICT Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well academically and make outstanding progress in their personal development because of an outstanding curriculum and very high standards of care. Parents are delighted with the school, typically saying that the school gives their children 'a foundation for learning for life'. Pupils love coming to school and this is reflected in their good behaviour and attendance. Many pupils are very keen to point out that 'Kayes is a really good place to be.' They feel extremely safe and secure because they are looked after very well indeed. Parents and pupils appreciate the exceptional range of enriching activities including visits, visitors and clubs that make learning very interesting and enjoyable. Good links with the local high school enhance the provision for sport. The school ensures that there are plentiful opportunities for pupils to contribute to the school and the wider community and pupils are very keen to be involved in the school council and eco committee. Pupils know that they can 'make a difference' and they really do. Regular contact with pupils from different backgrounds and pupils with complex learning difficulties and/or disabilities from other schools helps pupils to respect and value others. Excellent attention is paid to personal, social and health education and this ensures that pupils are extremely well informed about how to stay healthy and safe.

Pupils enter the Nursery with skills and knowledge usually similar to those typical for their age. By the time they reach the end of Year 5 standards are usually above average and they have achieved well. Pupils make good progress but progress is slower in writing and science than it is in reading and mathematics. Teaching is good and although work is usually well matched to pupils' needs, there are occasions when there could be greater challenge for the more able pupils. Well focused support for pupils with learning difficulties and/or disabilities enables them to make good academic progress and great strides in their personal development.

Good leadership and management have led to pupils' good achievement and assured the school's deservedly good local reputation. The headteacher has earned the respect of staff, governors, pupils and parents because of her outstanding dedication to the school. This dedication underpins pupils' excellent personal development. The headteacher shows exceptional commitment to providing pupils with a wide range of very enriching and valuable learning experiences. She is supported effectively by hard-working middle managers. There is extensive monitoring and evaluation of teaching and learning but it is not always made clear how good teaching can be improved to outstanding. The significant improvement to provision for information and communication technology (ICT) together with the school's focus on improving the technical aspects of writing, which is showing early signs of success, demonstrate the school's good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Nursery class with skills that are usually similar to national expectations. They make good progress because of good teaching, typically reaching standards that are above national expectations by the time they join Year 1.

Parents are thrilled with provision in the Foundation Stage, characteristically commenting that their children 'could not have had a better start in school life'. They appreciate the family atmosphere and the very caring environment that nurtures young children. Relationships

between children and staff are especially warm and encouraging. Good induction procedures ensure that children settle quickly into school. Staff work well as a team effectively supporting children, particularly in their personal development. There is a good curriculum that provides worthwhile experiences that usually appeal to children and good use is made of the outdoors to support children's learning.

### **What the school should do to improve further**

- Provide better challenge for the more able pupils so that they reach higher standards particularly in writing and science.
- Enhance the rigour of the monitoring and evaluation of teaching in order to accurately identify where good teaching can further improve.

## **Achievement and standards**

### **Grade: 2**

When pupils join Year 1 their standards are usually above national expectations especially in their personal, social and emotional development. They make good progress in Key Stage 1 to reach above average standards by the end of Year 2. Standards at the end of Year 2 dipped to average in 2007; nevertheless pupils made good progress. Pupils continue to make good progress in Key Stage 2 but their progress in writing and science is slower than their progress in reading and mathematics with fewer pupils reaching higher levels in these subjects. The school was aware that improvements were needed to pupils' standards in writing, particularly in spelling and presentation, and have put strategies in place that are already starting to pay dividends. However, the very good oral skills of pupils are not always translated into lively imaginative writing.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils develop confidence, high self-esteem and very positive attitudes to learning. The very good use of the Orchard area combined with the good work of the eco committee, including a clear commitment to recycling, is helping pupils to understand how precious the environment is. It also contributes significantly to ensuring that pupils have a well developed sense of awe and wonder when considering both nature and art. Pupils are adamant that there is no bullying. They are able to empathise, developing very mature attitudes and high levels of tolerance. Members of the school council have worked hard to influence the quality of school dinners and pupils are very keen to keep fit and healthy through eating good food and taking lots of exercise. Even pupils in Key Stage 1 already understand the need to work hard at school in order to get a good job. This together with above average standards, the ability to work well with others and a very positive outlook means that pupils are very well placed for future success.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The very good relationships between teachers and pupils are central to pupils' outstanding personal development and enjoyment of learning. In most lessons, work is well matched to pupils' abilities, ensuring that all pupils learn effectively. However, occasionally the work is not

pitched correctly, resulting in insufficient challenge for the most able. Learning support assistants are very good at supporting groups of pupils including those with learning difficulties and/or disabilities and those who find school work more difficult. They also make an important contribution to the delivery of intervention programmes. New technologies are used well by teachers to enhance pupils' understanding and pupils are also increasingly using ICT to support learning.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum successfully promotes pupils' outstanding personal development and good academic achievement. There is good provision for literacy and numeracy and the provision for ICT has improved significantly and is now good. The school is working hard to improve pupils' writing by providing more opportunities for pupils to practise their spellings and handwriting. There is a terrific range of clubs that includes very good provision for sport. Interesting residential visits in Years 4 and 5 are thoroughly enjoyed by pupils and encourage the development of confidence and independence. Extra activities such as Difference and Diversity day and Australia day successfully extend pupils' understanding of different ways of life.

## **Care, guidance and support**

### **Grade: 1**

Outstanding pastoral care contributes extensively to pupils' enjoyment of school and their excellent personal development. The school is an extremely caring community where relationships between adults and pupils are very good indeed. Pupils feel respected, safe and secure. They know they have someone to go to with a problem and highly value the work of the pastoral care worker. Parents say that both themselves and their children have been supported in times of difficulty. Child protection and health and safety arrangements are very robust. There is very good support for pupils with additional needs. The school works very effectively with external agencies to ensure that vulnerable pupils are well supported. Pupils know their targets and have an increasing awareness of their levels of attainment. Improvement to the way teachers mark pupils' writing is helping pupils to develop a better understanding of how to improve their work.

## **Leadership and management**

### **Grade: 2**

Leaders and managers focus very effectively on the development of the whole child promoting good academic achievement and exceptional personal development. There are excellent links with parents, outside agencies and the local community which make an important contribution to assuring pupils' outstanding personal development and sense of well-being. School leaders and managers have a secure view of the school's overarching strengths and weaknesses through effective self-evaluation which involves both staff and governors. Leaders and managers spend a considerable amount of time checking data and the quality of provision. Although teaching is judged accurately to be good, evaluation does not always sufficiently identify areas for improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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?	1

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

Inspection of Kayes First and Nursery School, Huddersfield, HD8 9LZ

It was a delight and a privilege to visit your school. The inspection team really enjoyed talking to you all and listened very carefully to what you had to say. You are quite correct to be proud of your school. You go to a good school with lots of things to celebrate, such as the excellent way that you are looked after and the way you develop into such wonderful, well behaved children. It is clear that you have a great time at school because of all the interesting things you have to do. You make very good use of the Orchard and it was wonderful to see how interested the younger children were in the development of plants and seeds.

We also found you were very well informed about how to keep healthy and safe. You have very good manners and make visitors welcome. It was good to hear that you feel safe and secure and you told us that you always have someone who will help you if you have any worries. The school council and the eco committee are working hard to make the school an even better place but you all make a huge contribution to making Kayes school such a great place to be. You are right, you all do 'really make a difference'.

You are making good progress and by the end of Year 5 many of you reach higher standards than other pupils of your age. Your teachers work very hard, and teaching is good. You also work well in lessons and are very conscientious, but we think that pupils who find learning easier could be given harder work to do, so that they can reach higher standards in writing and science.

The managers in your school are doing a good job and are making sure that your school gets better all the time. They spend a lot of time checking the quality of the school, including looking carefully at the quality of teaching, but they do not always identify how that good teaching can become outstanding.