

Kippax Greenfield Primary School

Inspection report

Unique Reference Number	107867
Local Authority	Leeds
Inspection number	324665
Inspection dates	4–5 February 2009
Reporting inspector	Gordon Potter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	174
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Paul Smith
Headteacher	Miss Kirsty Beresford
Date of previous school inspection	22 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ebor Mount Kippax Leeds West Yorkshire LS25 7PA
Telephone number	0113 2146811
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school which serves an area of significant social advantage. The proportion of pupils eligible for free school meals is below average. The proportions of pupils from minority ethnic backgrounds and those whose first language is not English are well below average. The percentage of pupils with learning difficulties and/or disabilities is well above average although the proportion with a statement of special educational need is well below average. The proportion of pupils who leave or join during the school year is average. Children enter the Reception class in the Early Years Foundation Stage in the autumn term. The school has Investors in Pupils Award, Healthy Schools Award, Activemark, Stephen Lawrence Award Level 1 and Inclusion Chartermark. The Deputy Headteacher is acting as headteacher for the current term during the absence of the headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which strongly develops pupils' personal skills and self-confidence. As parents say, 'It encourages children to enjoy and express themselves through varied activities. The school is interested in developing them as individuals.' However, standards are broadly average throughout the school because pupils, especially the most able, are not sufficiently challenged in their lessons.

The quality of teaching and learning is satisfactory. Teachers engage pupils in a range of interesting independent and group-work activities. The curriculum is good. It is based on pupils' interests and a desire that they enjoy their learning. It is enhanced by a good range of activities and visits to promote learning and community cohesion. However, a lack of rigour in using data to establish a clear understanding of the levels at which pupils are working means that teachers do not always match work well to pupils' individual abilities, and this contributes to their only satisfactory achievement. Good quality support for those who have learning difficulties and/or disabilities enables these pupils to make good progress. In 2007, pupils attained average standards by the end of Year 6. This represented satisfactory progress, considering their starting points. Inspection evidence and unvalidated results for 2008 show that standards remain average and that pupils continue to make satisfactory progress.

Good quality care and support from a caring staff successfully promote pupils' good personal development and well-being. Academic guidance is satisfactory. Pupils know their individual targets but these are not sufficiently challenging and so their achievement remains satisfactory. Marking is not clearly focused on telling pupils what they should do to improve their work. Behaviour and attitudes are good and pupils show commendable self-confidence and concern for one another. Pupils enjoy school and this is reflected in their above average attendance. They readily take on responsibilities. Pupils have an outstanding understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. Pupils develop effective life skills as they move through the school because of the variety of quality experiences they receive. However, average standards mean the preparation for their future economic well-being is satisfactory.

Leadership and management are satisfactory. The acting headteacher has established clear priorities for school improvement which are focused on establishing an accurate picture of standards in school. Teachers and the team of teaching assistants carefully plan the curriculum and the range of innovations which are focused on pupils' enjoyment. However, there is a lack of clear focus on monitoring and evaluating the impact that these initiatives have had on achievement and standards. It offers satisfactory value for money and has a satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Reception class with skills which are broadly in line with national expectations, although they are lower in communication, language and literacy and calculation. They make good progress as a result of effective teaching, strong care and support, and a good curriculum so that they enter Year 1 with skills in English and mathematics which are as expected for their age. At the end of their first year at school many are reaching skill levels in personal development which are above those expected for their age. This gives children a firm foundation for the

start of Year 1. Parents say, 'My child enjoys school and is progressing well.' There are good procedures for introducing children to school and they settle quickly into Reception. These are supported by good systems of care which are conducted in close partnership with many external agencies. Good leadership and management ensure that effective planning and teaching helps children make good progress and develop well. Rigorous assessment procedures are used effectively to identify and address specific needs at an early stage and to build on what children can do. Staff take opportunities to talk to children and encourage them to develop their spoken language skills. Activities to develop numeracy and writing skills are key features and fully engage children. Outdoor facilities support interesting learning activities and encourage independent and creative learning.

What the school should do to improve further

- Use data about pupils' attainment to ensure that work is well matched to the needs of all learners, especially the most able.
- Improve the quality of marking and feedback to pupils so that they know how to improve their work.
- Improve the quality of monitoring and evaluation so that the school can clearly measure the impact on standards of any innovations it makes.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are broadly average throughout the school and pupils' achievement is satisfactory. They make satisfactory progress in Years 1 and 2 so that at the end of Key Stage 1 they achieve standards which are in line with national averages. Results in the 2007 tests for Year 6 continued the trend of being in line with national averages. School data for 2008 and also inspection evidence on the progress pupils are currently making indicate that standards remain broadly average and that pupils are making satisfactory progress. Too few pupils in both key stages achieve results at the higher levels. Pupils with learning difficulties and/or disabilities make good progress as a result of effective intervention to meet their needs.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are of good quality because of the high value the school places upon them. Pupils greatly enjoy their time at school and they behave very well both in and out of lessons. Pupils are polite, helpful and supportive of one another so that they feel exceptionally safe and well cared for. Pupils show good awareness of other cultures and are encouraged to think deeply about social and moral issues. Their spiritual, moral, social and cultural development is outstanding. A range of external accreditation and awards shows the outstanding quality of their adoption of healthy lifestyles. Pupils make a significant contribution to the school community through the elected school council. They are also strongly involved in the wider community with contributions to the local annual festival and developments in the environment. Their enterprise skills are well developed through this work. These and the many other skills they acquire mean that pupils are satisfactorily prepared for the next phase of their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers try to make learning fun so they plan lessons to include a range of interesting tasks which pupils enjoy. Particularly effective is the way they encourage pupils to develop their speaking and listening skills through a range of group work and paired talk activities. Relationships and attitudes are good, so that pupils concentrate on all activities and support one another with their learning. Teachers use questions well to ascertain what pupils understand and what they have learned. There are many opportunities for pupils to develop their information and communication technology (ICT) skills although teachers do not use interactive whiteboard technology widely to support learning. Occasionally, teachers plan too many activities, which slows the pace of learning and prevents pupils practising skills for themselves. Teachers do not have a clear enough understanding of the level at which pupils are working so that work is not well matched to the needs of individual pupils, especially the most able. Work for pupils with learning difficulties and/or disabilities is well matched to their needs and, allied to good support from teaching assistants, this helps these pupils to make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is responsive and continually evolves to meet the needs and interests of all learners, although the work done in lessons is not always sufficiently closely matched to their different abilities to enable them to make better than satisfactory progress. It offers opportunities for pupils to develop their speaking and listening, artistic and design skills and there is strong development of ICT so that pupils can work effectively both in school and at home. There are many stimulating enrichment activities such as music workshops and activity days which allow pupils to learn about the past through role play activities. There is an increasing range of activities, including work with a school in Gambia and learning to speak French, which helps pupils to develop their understanding of the wider world and which contributes to community cohesion. A strong programme of personal, social and health education contributes to pupils' impressive personal development. There is an increasing focus on developing the skills of literacy and numeracy in all subjects across the curriculum. The curriculum contributes strongly to pupils' enjoyment of school. There is a good programme of extra-curricular activities, including gardening and a variety of arts and sporting activities, which many pupils attend and enjoy.

Care, guidance and support

Grade: 3

The school provides good quality pastoral care and support for pupils but only satisfactory academic guidance. Parents say the school, 'environment is caring, positive and safe'. Staff are committed to the well-being of pupils. The arrangements for health and safety and the safeguarding of children meet government requirements. The school identifies early those pupils who need extra help and makes help readily available, which contributes to their good progress. There is smooth transition between classes and key stages and a good programme of activities to prepare pupils for the next phase of education. However, while pupils know their targets, they are not clearly enough aligned to pupils' abilities to allow them to make

better than satisfactory progress. Marking is regularly done and is supportive of pupils, but it does not make clear to them what they need to do to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The acting headteacher, ably supported by the acting senior management team, has brought stability to the school at a time of uncertainty to ensure that its overall effectiveness is satisfactory. She has established a focus on key priorities and developed a clear view of the school's strengths and weaknesses. Leaders at all levels work well together to plan the curriculum and learning activities. However, their monitoring and evaluation role, especially related to the impact that curriculum and teaching have had on standards, has been under-developed. Targets have not been challenging enough to raise standards, especially for the most able pupils. There is a strong commitment to community cohesion at a local and global level and a developing focus in the curriculum on the multi-ethnic make-up of modern Britain. Pupils have opportunities to take part in local festivals and projects, which enable them to participate in local activities. The links with the school in Gambia have been particularly strongly forged. Shared experiences with a member of staff from school working abroad for a period of time has enabled all to recognise the similarities and differences in the two different cultures. Governance is satisfactory because, while the governing body offers strong support to the school, it has missed opportunities to challenge the school about standards and achievement. The overwhelming majority of parents are hugely supportive of the work of the school, the way it cares for the social and personal needs of their children and its attempts to make learning fun.

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?	3
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
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
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

On behalf of the team, thank you so much for making us welcome when we inspected your school. Kippax Greenfield Primary School is a satisfactory school which has many good features. The staff care for you extremely well. They help you to enjoy your learning because they make your lessons fun and arrange many exciting activities for you to do.

We were pleased to see that you work hard and do your best. You come to school on time and care for one another in the playground. We think that you behave extremely well and you look after one another. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you enjoy your lessons and that you like your teachers. You said you appreciated the activities the school provides for you, such as the clubs and sporting activities. Your parents and carers like the school very much, especially the way in which your teachers care for you and help you to enjoy your learning. Children in Reception have a good start to their school life.

Despite all these positives, many of you only make satisfactory progress to reach average standards throughout the school. We think this is mainly because your teachers do not always give you work that is hard enough so that some of you do not learn as much as you should.

We have asked your teachers to do three things to make your school better.

- Make sure that the work you do in class is hard enough so that you do better in your tests.
- Make sure that when they mark your work they tell you what you need to do to improve it.
- Make sure that they check that the exciting activities they ask you to do are helping you to make good progress.

You can help by continuing to do your very best – as I am sure you will.