

# Kippax Ash Tree Primary School

## Inspection report

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<b>Unique Reference Number</b>	131467
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	328595
<b>Inspection dates</b>	15–16 October 2008
<b>Reporting inspector</b>	Don Mason

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	391
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Leanne Fletcher
<b>Headteacher</b>	Mrs Victoria Ford
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Gibson Lane Kippax Leeds West Yorkshire LS25 7JL
<b>Telephone number</b>	0113 386 2590
<b>Fax number</b>	0113 287 7479

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school in which almost all pupils are White British. The proportion of pupils entitled to free school meals is below average. So too is the proportion of pupils with learning difficulties and/or disabilities although there is significant variation between year groups. The school accommodates a number of pupils on the roll of John Jamieson Special School in a partnership arrangement. The Early Years Foundation Stage provision (EYFS) is for children in Nursery and Reception. It has received a number of awards including Investors in People, Investors in Pupils, Leeds Advanced Healthy Schools and Activemark. The headteacher was appointed 20 months ago and there has been a significant turnover in staff during the last two years.

## 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 with many good features. It has successfully emerged from a period when a significant number of pupils were not making enough progress and standards were below average. Now pupils achieve satisfactorily and by the end of Year 2 and Year 6 standards are broadly average. It is not yet a good school entirely because standards could be higher. Sometimes the more able pupils require a greater level of challenge to ensure that they achieve as well as possible. Moreover, despite accelerating progress, the measures for improvement have not been in place long enough to have had a significant impact on standards.

The school has dealt effectively with the development points raised in the last inspection. The quality of teaching is now routinely checked by senior staff who provide constructive advice about how it might be improved. Teaching is good overall and, as a result, pupils progress is increasing in lessons towards meeting their targets. Pupils' achievements are checked regularly. The headteacher has termly meetings, with class teachers, to discuss the progress of their pupils. Consequently, those pupils in danger of falling behind are identified early and provided with appropriate support. Pupils with learning difficulties and/or disabilities achieve well because of the effective support they receive from well trained teaching assistants and the school's links with staff from the local special school.

This inclusive school enjoys the wholehearted support of parents who make comments such as; 'Our children enjoy all aspects of their school lives. Every day they look forward to learning new things.' Parents value the high level of care provided for their children which helps to promote their good personal development. Pupils respond well to high expectations from the staff. They feel safe and secure and enjoy school. Those who sometimes experience emotional or behavioural difficulties respond well to the support they receive from the learning mentor. Pupils receive positive encouragement from the adults in school and good advice about what they have done well and they need to do next. Pupils make a good contribution to the school community through the school council, monitoring duties, acting as play leaders and running the healthy tuck shop. They enjoy lessons although they can become restless and inattentive if teachers talk for too long during lessons. This affects the rate of progress made in these lessons by all groups of pupils. The good curriculum is well enriched by an interesting variety of visits, visitors and special events which help to promote pupils' enjoyment and enhance their learning.

The improvements of the last two years have largely been the result of the very strong leadership of the headteacher, who is determined to maintain the strengths of the school while improving achievement and standards. Senior colleagues are now given considerable responsibility and are fully involved in checking the school's performance and ensuring that it moves forward. The good progress made since the last inspection and the clear evidence of improving achievement provide evidence of the school's good capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The effective leadership and management of the EYFS, generally good quality teaching and learning, and close links with parents ensure that provision is good and most children achieve well. Children enter the school below expected levels of attainment and receive a good start to their education. As a result, when they enter Year 1, most children are working at nationally expected levels. Children are well cared for in a safe and secure environment in which health

and safety are strongly emphasised. This ensures that children enjoy learning and behave well. There is usually a good balance of adult-led tasks and independent activities which encourage children to make choices and take responsibility for their learning. Children respond well to the warm welcome provided by staff and the good support they receive. Teaching assistants make a good contribution overall to children's learning and personal development, although occasionally the questions they ask do not extend the children's learning well enough. The outdoor environment is not yet used widely enough to help children extend learning and acquire physical skills.

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

- Raise achievement and standards further by ensuring that more able pupils make as much progress as possible.
- Reduce the time the teacher talks to the whole class so that all pupils have more time to work on activities set at their ability level.
- Ensure that the outdoor area of the EYFS is fully used to promote pupils' learning.

A small proportion of 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**

Inspection evidence shows that, last year, most pupils reached their challenging targets. So, by the end of Year 6 most pupils attained the nationally expected levels for their age. This demonstrates that the period of underachievement has been reversed. Moreover, the good teaching now in place is ensuring that the pace of pupils' progress is getting even quicker. The new systems for checking how well pupils are doing are thorough and detailed. They were most successful in mathematics. In English, the rate of progress was most noticeable in Years 1 and 2 where work on letters and their sounds has improved pupils' reading and writing skills. This work is being successfully extended into Years 3 to 6. The efforts undertaken to improve writing for all pupils are helping to reduce the gap between boys' and girls' achievement. Boys particularly enjoy the regular opportunities to talk about their work in pairs and groups and their progress is improving because they are now well prepared for their writing activities. Because the school's priority has been to ensure that all pupils make at least expected progress, and to support less able pupils, not enough attention is yet given to ensuring that more able pupils consistently make the progress of which they are capable.

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

### **Grade: 2**

Pupils are self-confident, well behaved and positive in their attitudes to learning. Following successful action taken by the school, attendance is now good. Pupils have a good understanding of what constitutes a healthy lifestyle and enthusiastically take part in physical activities at playtimes using the wide range of activities provided. Pupils' spiritual, moral, social and cultural development is good. Pupils acquire a strong sense of right and wrong and get on very well with each other. They feel their lives are enriched by working with children with learning difficulties and/or disabilities. Pupils' cultural development is good. They enjoy music and art from around the world. Their growing understanding of the cultural diversity of contemporary Britain is enhanced by the school's links with a school in Bradford where most pupils are from

Muslim families. Good opportunities to work together in pairs and groups and sound, and improving, basic skills provide pupils with satisfactory preparation for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils' improving progress is directly linked to the recent improvements in teaching. Activities are now far better matched to the needs of most pupils. Behavioural issues have been addressed. The purpose of lessons is made very clear to the pupils, who are encouraged to think about their achievements and what they need to do to improve further. The good work of teaching assistants, in small-group work, is proving particularly effective in promoting boys' self-confidence and reducing the gap in boys' and girls' attainment in reading and writing. Occasionally, teachers talk to the whole class for too long. As a result, pupils become restless, lose focus and have insufficient time to work on activities at their ability level. This helps to explain why pupils in these lessons, especially the more able, do not always achieve as well as they should. The improvements in teaching, while successful, are relatively new and more time is needed for all pupils, especially the more able, to reach their full potential.

### **Curriculum and other activities**

#### **Grade: 2**

Provision for literacy and numeracy is good ensuring that pupils' skills are improving. Pupils enjoy the activities and experiences and, as a result, are enthusiastic learners. The school is increasingly making learning relevant by providing work which makes links between subjects, successfully enhancing the skills pupils need to learn effectively. In addition, pupils are being specifically taught how to work together. In Year 4, pupils were discussing fact and opinion in groups, enthusiastically taking leadership or support roles and benefitting from clear advice about how to use the time productively. The programme for promoting pupils' personal development is effective and makes a particularly effective contribution to the progress made by the most vulnerable pupils. For example, the 'Evacuees' production for parents involved pupils of all abilities and not only brought history to life but also gave them a great sense of achievement. Provision for pupils with learning difficulties and/or disabilities reflects individual needs well and promotes good progress. A good range of sporting, musical and other activities enrich pupils' lives.

### **Care, guidance and support**

#### **Grade: 2**

The school provides high quality care for its pupils thereby promoting their good personal development. Policies to promote pupils' safety are securely in place. Pupils appreciate the support they receive, for example, through the work of the learning mentor. Teachers and teaching assistants have good relationships with their pupils. As a result, pupils gain the confidence to persevere and try new things. The school promotes equality and good cohesion in the community through its links with the community and outside agencies and by teaching the pupils about different cultures. Most pupils know their targets well, and say that they really help them to improve their work in English and mathematics. Marking is carried out conscientiously and is best in writing where achievements are recognised and good advice given

about next steps in learning. Opportunities to provide more able pupils with greater challenge, through marking and advice about next steps in learning are sometimes missed.

## **Leadership and management**

### **Grade: 2**

The relatively new headteacher has an accurate understanding of the school's strengths and weaknesses and clear plans are in place to bring about improvements. Senior leaders are held accountable for improvements in their areas of responsibility and constitute a strong leadership team. Owing to improved teaching and challenging targets, pupils' progress is now accelerating. Despite the remaining shortcomings in teaching, the main thrust is in raising standards and improving achievement. The school works well with parents and outside agencies to promote pupils' development. Parents find the staff approachable, a view summed in the comment: 'No problem is too great. When I have asked staff for advice on how to help my children with their learning, they have gone above and beyond the call of duty to help me.' Governors are proud of the school, especially of its inclusiveness and the work done to promote pupils' good personal development. Governance is satisfactory but the recently formed 'teaching and learning' committee is enabling governors to play a more effective role in checking pupils' achievements in order to support the school in its efforts to move forward.

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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?	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	2

### 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 <sup>1</sup> 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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	2

## 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 eliminated	2
How well does the school contribute to community cohesion?	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	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**

Inspection of Kippax Ash Tree Primary School, Leeds, LS25 7JL

My colleagues and I really enjoyed our inspection of your school. Thank you for being so friendly and helpful. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We found that your school provides you with a satisfactory and improving education.

Things we found out about your school

- Overall you make satisfactory progress in your work and standards at the end of Year 6 are average.
- Your progress is improving and standards are rising. This is because of the improvements the teachers have been making.
- You behave well and usually enjoy your lessons. You get on very well with each other and enjoy helping anyone in difficulty.
- You get on very well with the adults in school and they take very good care of you.
- The headteacher and teachers work very well together and have made lots of changes to improve the school. They keep a very careful watch on how well you are doing.

What we have asked your school to do now

- See that those of you who find your work easy are given harder work so that you make as much progress as possible.
- Make sure that introductions to lessons are not too long so that you stay interested and have enough time to work on the work they have set for your group.
- See that the outdoor area of the Nursery and Reception classes is fully used to help the children in all areas of their learning.

You can help your teachers by continuing to work hard, behave well and care for each other, especially those who are facing difficulties.