

Kippax Greenfield Primary School

Inspection report

Unique Reference Number	107867
Local authority	Leeds
Inspection number	377657
Inspection dates	14–15 November 2011
Reporting inspector	Liz Godman

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Paul Smith
Headteacher	Kirsty Beresford
Date of previous school inspection	04 February 2009
School address	Ebor Mount Kippax Leeds LS25 7PA
Telephone number	0113 2146811
Fax number	0113 2870981
Email address	beresfk01@leedslearning.net

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons taught by seven teachers. They met with groups of staff, pupils and representatives of the governing body. Inspectors observed the school's work, and looked at the school's plans for improvement, records of the school's monitoring and evaluation and documents tracking pupils' progress. Inspectors looked at questionnaires returned by staff and pupils and 64 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether different groups of pupils make enough progress.
- How well marking, assessment and teaching are enabling pupils to improve their work.
- Whether senior leaders and members of the governing body have an accurate view of the school's effectiveness.
- How effective the provision in the Early Years Foundation Stage is in ensuring children make a good start to their education.

Information about the school

Kippax Greenfield Primary School is smaller than most primary schools. It is a member of the Brigshaw Cooperative Trust – a partnership of local primary schools and Brigshaw High School and Language College. The proportion of pupils known to be eligible for free school meals is below average, while the proportion with special educational needs and/or disabilities, including statements is broadly average. Most pupils are of White British heritage.

The headteacher was in an acting capacity at the last inspection. She was appointed to the post permanently in May 2011. A permanent deputy headteacher was appointed at around the same time. A majority of the teaching staff has joined the school in the last two years.

Provision in the Early Years Foundation Stage consists of a Reception class. There is a breakfast- and after-school club, managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Kippax Greenfield Primary School is a good school. It has made considerable improvement since the last inspection, as a result of the outstanding work of senior leaders in raising expectations and driving improvements, and the concerted efforts of all staff in improving teaching and pupils' learning. Consequently, the quality of teaching and assessment and pupils' progress is consistently good. Exceptionally strong partnerships through the Brigshaw Cooperative Trust have also made a highly effective contribution to this. All staff and members of the governing body have a clear understanding of the school's strengths and weaknesses, due to the school's rigorous monitoring and evaluation. There is a clear and accurate consensus as to what needs to be done to secure continued improvement. This means the school has good capacity for further sustained improvement.

Attainment by the end of Year 6 has been close to the national average over the last three years. In national tests at the end of the last school year a lower than average proportion of pupils reached the higher Level 5 in English and mathematics. In the same year, by the end of Key Stage 2, girls attained more highly than boys in English and boys did better in mathematics. However, pupils' progress throughout the school has improved significantly and is now good. From broadly average starting points in Year 1, pupils' attainment has increased relative to their age in all year groups. Pupils' work in the current Year 6 shows no significant differences between the attainment of boys and girls, and a greater proportion of the year group is on track to reach the higher Level 5 in both English and mathematics.

In lessons seen during the inspection, the quality of teaching and assessment were consistently good and, occasionally, outstanding. Consequently, pupils are now making good, and sometimes outstanding, progress in lessons throughout Key Stages 1 and 2. However, in some lessons there is a slight delay before pupils are set to work independently, which restricts the opportunities for them to practise their skills, and in particular, limits the time available for them to write at length. Also, in a few mathematics lessons, the work set for some pupils is either slightly too hard or too easy. The good curriculum is also helping to ensure pupils' increasingly rapid progress in the basic skills of literacy, numeracy, and information and communication technology. Good care is taken of pupils. This is helping them to feel safe and happy and to focus on learning.

Children in the Reception class make satisfactory progress. However, some more-able children are not progressing as rapidly as they could in language, literacy and numeracy, because they are not challenged consistently. Observations are made of their learning, but are not used systematically to plan the next steps for individuals. Children are interested in their learning, but some activities lack the necessary focus to sustain concentration and develop independence. Provision indoors and outside reflects the areas of learning, but resources and the environment lack the quality to stimulate children's curiosity and imagination.

What does the school need to do to improve further?

- Further raise attainment in English and mathematics by:
 - ensuring pupils have more regular opportunities to practise their skills, in particular, to write at length
 - ensuring work in mathematics provides the right degree of challenge for pupils of all abilities
 - sharing and building on the particular expertise and strong practice which already exist in the school in the teaching of these subjects.
- Increase the rate of children's learning in the Early Years Foundation Stage by:
 - improving the quality of the environment indoors and outside
 - using children's interests to provide a sharper focus for activities across the areas of learning
 - providing greater challenge to accelerate learning, based on the next steps identified in children's learning stories, particularly for more-able children in language, literacy and numeracy.

Outcomes for individuals and groups of pupils

2

In lessons, pupils are keenly focused on learning and are eager to improve their work, showing high levels of enjoyment. This is the result of consistent improvements to the quality of teaching. In Key Stage 1, well-organised sessions for different groups ensure pupils make good progress in learning about letters and the sounds they make. This is contributing well to the development of their reading and writing skills. In a Year 6 English lesson, describing settings for their stories, pupils progressed at a rapid pace, showing great pride in their achievements and those of others. This rapid pace is not always sustained in all lessons, because pupils do not have enough time to practise their skills. However, the school's data show that over the last year, pupils in all year groups have made at least good progress in reading, writing and mathematics.

Pupils with special educational needs and/or disabilities make good progress as a result of the good support they receive from well-trained teaching assistants and the good liaison with their parents and carers. The achievement of all pupils is good and variations in the achievement of different groups have been minimised.

Pupils say that they feel safe and they have a good knowledge of how to stay safe and healthy. They greatly enjoy physical activity, particularly the use of different play equipment at breaks, as well as the extra-curricular clubs in sports and street dance. Pupils' behaviour around the school is good and they take good care of one another. Many pupils are eager to take on special responsibilities as school councillors and some have shown strong initiative, for example in raising money to purchase playground equipment. Pupils' spiritual, moral, social and cultural development is good. Attendance is above average overall, although so far this year it is especially high in Years 2 to 6. This, along with good punctuality and social skills, and well-developed literacy and numeracy skills, ensures that pupils are prepared well for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are planned carefully to meet the full range of pupils' needs. In almost all lessons, work is pitched at the right level to meet the needs of those with special educational needs and/or disabilities, those of average ability and those who are more able. This is particularly true of most English lessons. English has been a focus of staff professional development this year, resulting in teachers' strong subject knowledge. At present, this is less evident in mathematics, although there is strong expertise in the school. In all lessons, pupils are consistently clear about what they will learn and what they have to do to succeed. There are also good opportunities for pupils to assess their own and others' work and this is contributing effectively to their increasing rates of progress. Teachers ensure there are good opportunities for paired and group work, which adds to pupils' enjoyment. Pupils' work is marked consistently, with a clear indication as to what pupils have done well and what they need to do to improve their work further.

Following some readjustment to planning, the curriculum provides pupils with a balanced experience in each year group across the different subjects. Pupils are starting to contribute to the lines of enquiry they will follow in foundation subjects.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

For example, at the start of a new topic, pupils pose the questions they want to research. Pupils are enthusiastic about the extra-curricular activities, including two thriving choirs.

The quality of care, guidance and support is good, with high levels of care to ensure the well-being of pupils with special educational needs and/or disabilities and those with medical conditions. This helps these pupils to participate fully in the life of the school. Exceptional care for some pupils has helped them to come to terms with trauma or bereavement. The out-of-school provision makes a very strong contribution to the well-being of pupils who attend. Pupils comment that the breakfasts prepare them well for the start of the day and they enjoy playing outside at the end of the day. Good arrangements for transition ensure that pupils feel well-prepared for secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff work together as a cohesive team as a result of the exceptionally strong vision and high expectations set by the headteacher. Robust and accurate monitoring has ensured a rapid improvement in the quality of teaching over the last year. Systems to check pupils' progress are secure and are used very well to ensure that all individuals and groups are now making good progress. Staff morale is very high. The school has successfully weathered a period of instability and is moving forward at a rapid rate. The governing body fulfils its legal responsibilities well and has taken important steps to tackle weaknesses and to secure more stable arrangements for the school's leadership. Its members have a secure understanding of the school's strengths and its current areas for development. The exceptionally strong partnership with the Brigshaw Cooperative Trust has been key in helping to bring about these marked improvements. The school's good outcomes indicate the school's good value for money.

The school promotes equality of opportunity well. As a result of the school's actions, there is no longer any evidence of significant differences in the progress of different groups and gaps in attainment are closing. All pupils feel respected and valued and get along well together. Older pupils show a very mature understanding of equality and are clear that instances of discrimination are virtually unknown. The school promotes community cohesion effectively and is a very cohesive community, with good local links, as well as further afield, for example, Gambia. These links contribute to pupils' good social and cultural development. Arrangements for safeguarding pupils are good and meet legal requirements. The school is a safe place and staff training on child protection is up to date. Parents and carers receive regular information about school events and their children's progress and many are actively engaged in the life of the school.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Reception class are making satisfactory progress from starting points below those typical for their age. They are gaining in skills in counting and recognising letters and the sounds they make. However, some more-able children are not progressing as rapidly as they could in communication, language and literacy and in numeracy because the activities do not challenge them sufficiently. Children are happy and settled and play safely, especially in the outdoor theatre. The behaviour of some children, who have found starting school difficult, is beginning to improve.

Staff observe and record children's learning carefully, but do not make it clear how they have used these observations to provide for the next steps for individuals. Activities are based on children's interests, but staffing limitations for the morning sessions make it difficult for the teacher to join in children's play and to extend their language and learning, as well as to maintain an oversight of what everybody is doing. The classroom and outdoor areas are spacious and provide for all the areas of learning. However, resources are disorganised and some of them are of poor quality. Consequently, children do not always respect the resources, are not consistently engaged by them or are unclear as to how they should use them. Staff take good care of the children and ensure they are safe at all times.

Leadership and management of the Early Years Foundation Stage are satisfactory. The teacher is new to the school and has reorganised the setting so that it better enables children to follow their interests and to initiate activities independently. All legal requirements are met and the necessary steps are taken to ensure children are safe and cared for well. The school's senior leaders recognise that the Early Years Foundation Stage is the school's next priority for support and improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

An average proportion of questionnaires were returned by parents and carers. Although a vast majority express a high level of satisfaction with all aspects of school life, a small minority feel that communication with them, and procedures and policies, could be improved, for example, in relation to their children’s progress, wet playtimes, behaviour and the management of incidents and accidents. While inspectors found no major shortcomings in these areas, the school is prepared to follow up and resolve these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kippax Greenfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	81	11	17	1	2	0	0
The school keeps my child safe	48	75	14	22	2	3	0	0
The school informs me about my child's progress	37	58	27	42	0	0	0	0
My child is making enough progress at this school	40	63	23	36	1	2	0	0
The teaching is good at this school	39	61	23	36	2	3	0	0
The school helps me to support my child's learning	35	55	28	44	1	2	0	0
The school helps my child to have a healthy lifestyle	27	42	34	53	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	64	22	34	1	2	0	0
The school meets my child's particular needs	37	58	23	36	4	6	0	0
The school deals effectively with unacceptable behaviour	27	42	34	53	1	2	2	3
The school takes account of my suggestions and concerns	29	45	30	47	2	3	1	2
The school is led and managed effectively	39	61	20	31	4	6	1	2
Overall, I am happy with my child's experience at this school	40	63	21	33	2	3	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 November 2011

Dear Pupils

Inspection of Kippax Greenfield Primary School, Leeds LS25 7PA

Thank you for the warm welcome you gave us when we came to inspect your school. Thank you, too, for the help you gave us with the inspection. We judged that Kippax Greenfield Primary School is a good school.

This is because your headteacher, staff and governors expect a lot of you and have a clear view about what to do to make the school even better for you. We found that the teaching you receive is good so you make good progress in your learning, particularly in English and mathematics. We were also impressed by the way in which you assess your own and others' learning. This is helping you to identify the next steps in improving your work. Many of you talked to us about how important learning is for you and how much you enjoy school. You told us that learning should be an important part of the school's motto. We also found that the school's work with all the other schools in the Brigshaw Cooperative Trust is helping to provide you with the opportunities you need. Although we were not able to watch the choirs, we know that many of you enjoy them and the other clubs for sports and the arts. You told us that you feel very safe in school and we agree that the staff take good care of you. You also told us that you feel well prepared for when you transfer to secondary school.

In order to make the school even better for you we have asked your headteacher and staff to:

- make sure you do as well as you can in English and mathematics, by giving you more opportunities to practise your skills and by making sure your work provides the right degree of challenge
- make sure that the children in the Reception class get off to the best possible start.

You can all help by continuing to work hard.

Yours sincerely
Liz Godman
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.