

Scholes Cleckheaton First and Nursery School

Inspection report

Unique Reference Number	107674
Local Authority	Kirklees
Inspection number	356212
Inspection dates	3–4 November 2010
Reporting inspector	Brian Holmes

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Mrs Julie Leaper
Headteacher	Ms Samantha Marriott
Date of previous school inspection	12 March 2008
School address	Old Popplewell Lane Scholes, Cleckheaton West Yorkshire BD19 6DN
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 11 lessons and observed six teachers. Inspectors held meetings with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation documents. Inspectors analysed 46 questionnaires completed by parents and carers, 46 pupils' questionnaires and 17 questionnaires returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether pupils' rates of progress in Key Stage 1 build sufficiently on outcomes at the end of the Early Years Foundation Stage.
- If attainment in reading and mathematics is strong enough to be judged above average, particularly for more-able pupils in Key Stage 2.
- The extent to which teaching and the curriculum consistently promote good progress and attainment in reading and mathematics.
- Whether the school's view that care, guidance and support are outstanding is justified.
- Whether leaders, including members of the governing body, are effective in monitoring and evaluating the impact of actions on improving outcomes for pupils.

Information about the school

Scholes First and Nursery School is a smaller-than-average school serving a village community within an urban environment. Since the previous inspection, there have been significant changes to the leadership and staffing of the school. A large majority of pupils are from White British backgrounds with a lower than average proportion of pupils from minority ethnic heritages and who are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average. The school has achieved Healthy Schools status.

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

This is a good school. There are significant strength in its provision for children in the Early Years Foundation Stage. Senior leaders have a clear vision with pupils' care, support and guidance at the heart of the school's ethos, which together with an extremely strong partnership with parents and carers, results in pupils who are confident learners and who have an excellent understanding of how to stay safe. Parents and carers typically describe the school as, 'Fun and safe with enjoyable learning for all'.

Progress is good across the school. In the Early Years Foundation Stage, children make outstanding progress, from starting points that are below, and often well below those typical for their ages. Pupils build well on their outcomes in nursery and reception and in Years 1 to 4 they make good progress. The quality of teaching is good and is well matched to the needs of all pupils. Attainment is broadly average by the end of Year 4 and is beginning to improve further. Attainment in reading has improved and above average attainment has been maintained in writing. An increasing number of pupils are reaching standards above those expected by the end of Year 4 in reading and writing. In mathematics, however, attainment is not quite as strong, with not as many pupils exceeding the expected levels. Initiatives to raise attainment in mathematics, such as the calculations policy, are at an early stage of their implementation and pupils are not as clear as they are in reading and writing about what they need to do to improve their work. Pupils' behaviour and attendance are both good and make a positive contribution to their learning. They have a good understanding of how to live healthily and enjoy activities that promote good health, such as 'Wake Up, Shake Up' every morning. They make a positive contribution to school and the community through the school council and the responsibilities they undertake, such as reading buddies.

The school has successfully maintained a good quality of education for pupils through a period of staff and leadership change. Senior leaders, including members of the governing body, have a clear understanding of the school's strengths and weaknesses, through accurate self-evaluation. The maintenance of above average attainment in writing and outstanding provision in the Early years Foundation Stage, along with improved attainment in reading and better attendance indicate that the school has a good capacity to improve its performance further.

What does the school need to do to improve further?

- Increase the proportion of pupils exceeding the expected level in mathematics by the end of Year 4, in order to improve attainment in line with that in reading and writing, by:

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- ensuring that marking in mathematics consistently identifies the next steps in pupils' work so that they know how to improve their work
- improving pupils' mathematical skills through the implementation of the calculations policy.

Outcomes for individuals and groups of pupils

2

Pupils respond well to the challenges they are set, demonstrating positive attitudes to their learning. They maintain good levels of interest and enjoyment, and achieve well. For example, pupils in Year 3 responded extremely well to an adult playing the role of Guy Fawkes and King James 1 when learning about the Gunpowder Plot. This led to very secure learning when they worked independently to recount their knowledge and understanding. Occasionally, teachers talk for too long and miss opportunities for pupils to discuss together and act as extra resources for each other's learning. When this occurs, the pace of learning slows down.

In mathematics, weaknesses in learning are being addressed effectively but attainment is not quite as high as in reading and writing and not as many pupils exceed the expected level by the end of Year 4. Pupils with special educational needs and/or disabilities make good progress across the school because of the good support they receive and the detailed attention given to meeting their specific needs.

Pupils know how to keep themselves and others safe and are confident that any issues are dealt with quickly. One spoke for many with the comment, 'We don't want that to happen here' when talking about bullying. Their behaviour is welcoming and positive and they respond quickly and responsibly to the expectations the staff have of them. They take responsibility for their own healthy living and take advantage of the good range of sports and physical activities on offer, such as a samba band and football. Pupils make a good contribution to the life of the school and the community, as play leaders, for example. The school council was active in reducing the number of cars who drop children off near the school. Pupils are well prepared for the next stage of their education as a result of their good achievement and attendance and are given good opportunities to develop their enterprise skills through class projects. They demonstrate good spiritual, moral, social and cultural awareness and have a good appreciation and respect for others' needs.

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Please turn to the glossary for a description of the grades and inspection terms

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	1
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

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

How effective is the provision?

Teachers meet the needs of all pupils well through the good use of assessment to plan work that matches their different needs. Good subject knowledge and effective use of technology keep pupils engaged in their learning. Where expectations are clear, pupils are engaged well in their learning, which moves forward at a brisk pace. In a Year 2 science lesson, for example, pupils investigated whether seeds need light to germinate. Pupils were eager to share their findings and used the correct terminology in doing so. Occasionally, expectations are not made sufficiently clear to pupils and, when this occurs, pupils make less progress. Teaching assistants are deployed effectively and provide good support, particularly to pupils with special educational needs and/ or disabilities. Assessment is used well to share objectives with pupils and to check their understanding during the lesson. Marking makes clear to pupils what they have done well but what they need to do next to improve is clearer and more consistent in reading and writing than it is in mathematics. Pupils have a good understanding of their targets and like the 'goal charts' which show the targets at which they are aiming.

The curriculum contributes well to pupils' achievement. A focus on phonics and guided reading has improved attainment in reading and an effective structured writing programme has enabled the school to continue improving attainment in writing. In mathematics, a calculations policy has recently been introduced to improve pupils' skills but it is an early stage in its implementation and has not fully impacted on pupils'

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attainment. The school has reviewed the curriculum in order to focus on making links between subjects stronger and providing pupils with more opportunities to be creative and to apply their skills across subjects. This curricular revision has had a positive impact on pupils' enjoyment of and attitudes to learning and is beginning to have a positive effect on their attainment. Pupil's learning is enriched well by a good range of extra-curricular activities, which are well-attended. The quality of additional activities has a positive effect on pupil's achievement: they work on their enterprise projects with the local middle school and enjoy themed events such as French day and art week.

Pupils are cared for well. There are very good relationships between staff and pupils, which together with the strong ethos of care within the school, impact positively on pupils' personal development and well-being. There are good systems for checking and sustaining pupils' good attendance and for dealing with any unacceptable behaviour. Pupils whose circumstances make them more vulnerable are well supported by the school. There are good arrangements for pupils to transfer to and from the 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?

Leaders have a clear focus for improving pupils' attainment and well-being. There are effective systems for tracking pupil's progress and for checking the quality of provision. Senior leaders and subject leaders accurately identify weaknesses and take effective action to secure improvement. The initiatives for teaching letter names and sounds (phonics) and reviewing the curriculum have both been evaluated to ensure that they have the desired impact. The governing body fulfils its statutory duties well and is fully involved in shaping the direction of the school. Governors are increasingly involved in school self-evaluation through their focused classroom visits. The school promotes equal opportunities well to meet the needs of pupils individually. Arrangements for safeguarding are met well and are supported by thorough documentation. There is excellent engagement with parents and carers, who express very positive views about the progress their children make. There are good links with partners, such as other local schools, to support pupils' learning and well-being. The school promotes community cohesion well. It is a harmonious community and there are good links with the local community. Strategies to promote pupils' understanding beyond the school and the immediate locality through links with other schools are working well and having a positive effect.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
The effectiveness of partnerships in promoting learning and well-being	2
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

The quality of provision in the Early Years Foundation Stage is outstanding. There are strong links with parents and carers, who are very happy with the setting. Outstanding leadership of a strong team with high expectations, impacts positively on children's development. Assessment is strong and informs planning of children's learning on a daily basis. Their needs are met extremely well, particularly in relation to their language and social development. As a result, children make outstanding progress in both the Nursery and Reception classes. The high priority on children's safety and excellent relationships results in excellent behaviour and children settling quickly and happily. Children play extremely well together and develop high levels of confidence and independence. In poor weather, children are not deterred from learning outside. They organise themselves with the right clothing and regard for safety to go outside and enjoy their time there. Learning is organised as a single unit so that nursery and reception children have ample opportunities to play and learn together. This results in outstanding personal, social and emotional development. Progress in other aspects of learning is impressive and is outstanding in language development, so that by the end of reception, outcomes are at least in line with expectations, and are sometimes above.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Inspectors' findings agree with the views of the very large majority of parents and carers who are happy with their children's experiences at school, feeling that their children enjoy school and that the school keeps their children safe. Inspectors followed up the concerns of the few parents and carers about how the school deals effectively with unacceptable behaviour. They concluded after observation of lessons, discussions with pupils and observations of pupils' working and playing together, that during the inspection pupils' behaviour was good and that any issues that do occur are quickly and effectively addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scholes Cleckheaton First and Nursery 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	72	11	24	0	0	0	0
The school keeps my child safe	33	72	11	24	0	0	0	0
My school informs me about my child's progress	25	54	19	41	1	2	0	0
My child is making enough progress at this school	32	70	12	26	0	0	0	0
The teaching is good at this school	31	67	15	33	0	0	0	0
The school helps me to support my child's learning	20	43	23	50	2	4	0	0
The school helps my child to have a healthy lifestyle	26	57	19	41	0	0	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)	24	52	20	43	0	0	0	0
The school meets my child's particular needs	23	50	22	48	0	0	0	0
The school deals effectively with unacceptable behaviour	22	48	16	35	3	7	0	0
The school takes account of my suggestions and concerns	18	39	25	54	0	0	0	0
The school is led and managed effectively	28	61	17	37	1	2	0	0
Overall, I am happy with my child's experience at this school	32	70	13	28	0	0	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



5 November 2010

Dear Pupils

Inspection of Scholes Cleckheaton First and Nursery School, Cleckheaton, BD19 6DN

Thank you for being so polite, welcoming and friendly when we visited your school recently. We enjoyed our time at Scholes, particularly talking to you. We know that you are proud of your school and enjoy going there.

Scholes is a good school with many strengths. I was impressed by your behaviour, excellent understanding of how to stay safe and how well you get on with each other. You are taught well and you said that your teachers are fair and look after you. You enjoy your learning and the activities on offer. You like the jobs that you do in school, such as reading buddies and play leaders. The standards you reach are similar to those in most other schools and getting better. Most of you make good progress in your learning and those younger children in the Early Years Foundation Stage make outstanding progress in their learning.

I am asking the school to improve your learning in mathematics to be as good as it is in reading and writing, and particularly to increase the number of you who reach higher levels by the end of Year 4. I have asked the school to do this by making sure that you understand what to do next to improve your work in mathematics and to improve your mathematical skills through work on calculations.

All of you can help by continuing to work hard, behaving well and doing your best to help the school improve further.

Yours sincerely,

Mr Brian Holmes

Lead inspector

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