

Scapegoat Hill Junior and Infant School

Inspection report

Unique Reference Number	107645
Local Authority	Kirklees
Inspection number	356203
Inspection dates	16–17 November 2010
Reporting inspector	Jim Kidd

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Mr Gary Setford
Headteacher	Mr Keith Shilton
Date of previous school inspection	18 March 2008
School address	School Road Scapegoat Hill, Golcar Huddersfield, West Yorkshire HD7 4NU
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed seven lessons and six teachers. Meetings were held with members of the school council, senior and middle leaders, teaching assistants, parents and carers and members of the governing body. Inspectors observed the school's work and scrutinised school development planning, documentation relating to the monitoring of pupils' progress, reports from the School Improvement Partner and pupils' workbooks. They scrutinised 22 questionnaires returned by parents and carers and also questionnaires completed by pupils in Key Stage 2 and by staff.

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

- The impact of the school's work to address the fall in attainment, suggested by data, in 2009.
- How and with what impact the school is attempting to improve pupils' skills in writing.
- Whether the area for improvement from the previous inspection, in relation to extending teachers' knowledge in subjects other than English and mathematics has been addressed effectively.
- Whether the school's judgement that the overall effectiveness of the Early Years Foundation Stage is outstanding is justified.

Information about the school

This school, set in a rural area, is much smaller than average but pupil numbers are increasing over time. Pupils are taught in three mixed-age classes. Most pupils are White British and there are very few pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is low. There is a below average percentage of pupils with special educational needs and/or disabilities but the proportion of pupils with a statement of special educational needs is above that usually found. Scapegoat Hill holds the local authority Certificate of Appreciation for Employers for its provision of work experience placements and the 120 Award for its work in physical education. It also holds the Financial Management in Schools Standard. There is a larger-than-average percentage of pupils who join or leave the school other than at the usual times.

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 and improving school. The Early Years Foundation Stage is an outstanding setting, in which children make very good progress in all areas of learning but particularly in numeracy and reading. Pupils show pride in Scapegoat Hill and feel safe within it because, in their words, 'We trust all the grown-ups in school.' Parents and carers, too, are delighted with what Scapegoat Hill does for their children and comment, 'This is a very friendly school which places an equal emphasis on values, fairness and academic success.' Indeed, the care, guidance and support provided for pupils across the school are good.

Children enter the Reception class with skills which are generally in line with age-related expectations, but which are lower in writing. Pupils achieve well and reach above average standards by the end of Year 6. Their progress and attainment in mathematics and reading are consistently good, but their skills in writing, although improving, are not as well developed. Pupils with special educational needs and/or disabilities make the same good progress as their peers as a result of sensitive support from the committed team of teaching assistants.

As a result of fewer family holidays being taken in term time, attendance has improved and is now high. Pupils behave well, take on a range of responsibilities, and older pupils, play leaders and members of the school council for example, are more than keen to look after younger children and to express their views on how to make the school even better.

Teaching is good and staff place emphasis on challenging pupils of all abilities realistically so that they can reach the standards of which they are capable. The balanced curriculum is complemented by a wide variety of enrichment activities, including clubs, visits and visitors and also by French for all. The school recognises, however, that pupils' awareness and understanding of the many different cultures represented in the United Kingdom are underdeveloped.

Staff of all levels of experience and responsibility feel their views are valued and listened to by senior leaders and they all share the same vision for how the school is to move forward: they have an accurate view of its performance in all areas of its life. Pupils' good personal and academic achievement and impressive improvements since the previous inspection demonstrate that the school has good capacity to improve further and that it provides good value for money.

What does the school need to do to improve further?

- Improve pupils' skills in writing by:
 - giving them more opportunities to share their ideas in pairs, groups or through role play, before they put pen to paper

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- further involving parents and carers in supporting their children when they have writing assignments for homework
- basing more writing on pupils' interests, on their practical experiences and on real-life situations.
- inviting professional writers, including authors and journalists into school to explain the key processes involved in producing writing in different genres and for a range of audiences.
- Develop pupils' awareness and understanding of the different cultures and heritages which make up the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their lessons and are more than keen to support each other and act as resources for their classmates' learning. They thrive on challenge and are pleased when their classmates succeed, for example, when they correctly follow the instructions, *Allez deux pas tout droit et puis quatre pas à gauche.* during their Class 3 French lesson. All groups of pupils make good progress and achieve well across the school. The school took effective steps to address the 'dip' in Year 6 attainment in 2009 and standards at the end of Key Stage 2 are again above average, as they have been for five out of the past six years. In both key stages, pupils demonstrate impressive skills in reading and mathematics. However, although pupils' skills in writing are now beginning to improve, their attainment in this subject lags behind, partly because they have insufficient opportunities to share their ideas with their peers, through collaborative work and role play, for example, before they begin their work.

Pupils behave well in lessons and around school. They have a good understanding of what makes a balanced diet and they speak highly of the healthy food, including salads, they receive in the school canteen. They also enjoy sitting with each other, saying grace and congratulating pupils on their birthdays before they begin to eat. They are also keen to take part in the wide variety of sporting activities and are never afraid to give visitors advice on how to keep fit and just why it is important to do so. Spiritual, moral, social and cultural development is good and pupils support a wide range of charities, local, national and global. They take part in a variety of cultural events, as members of the choir and also when they perform in plays and musicals, often with pupils from neighbouring schools. Some pupils have pen pals in Madagascar but teachers recognise that, across the school, pupils' awareness and understanding of the various cultures which make up the United Kingdom are underdeveloped.

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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	2
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	1
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?

The school has addressed the issue from the previous inspection, in relation to extending teachers' expertise in subjects other than English and mathematics, most effectively. For example, pupils benefit from teachers' secure subject knowledge in history, personal, social, health and citizenship education (PSHCE) and French, to name but three. Indeed, the quality of teaching is good across the school and teachers have high expectations of what their pupils can achieve. The best practice, a Class 3 science lesson for example, in which pupils handled a range of fish and seafood, incorporates creative planning and opportunities to encourage pupils to find things out for themselves. In these lessons, they respond positively, rise to the challenge and support the learning of each other. They are also willing to ask questions of their teachers and of their classmates and there is a tangible enjoyment in learning. On occasions and in a minority of lessons, learning objectives are introduced too quickly and there is too much teacher direction of activities. Assessment is good and regular meetings celebrate the progress of individuals and also highlight any possible underachievement. Marking provides pupils with accurate comment on how they can improve their work.

The PSHCE programme makes a good contribution to pupils' personal and emotional development and they make positive comments of the opportunities they have within this scheme to express their own views, on the dangers of bullying, for example. The curriculum places appropriate emphasis on key skills but the school is aware that some

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writing activities are not focused well enough on pupils' interests, on their practical experiences and on real-life situations. In addition, the school is now planning to invite professional writers into school to advise pupils on what is needed if they are to write effectively in different genres and for different audiences. There is a very good range of extra-curricular and enrichment activities, for which there is a high take-up. Pupils enjoyed their trip to Eden Camp and speak with real confidence about aspects of the Second World War as a result. Physical activity is a major element of school life and pupils are involved in a wide variety of team games and sports clubs.

Care, guidance and support are good. Pupils identified as vulnerable and those with special educational needs and/or disabilities receive focused support based on their individual needs from skilled teaching assistants. They are therefore able to access everything the school has to offer and they make personal and academic progress in line with their peers as a consequence. Mixed-age classes benefit pupils' transition into the next key stage and the school places emphasis on ensuring that those about to leave are prepared well for their entry into secondary education.

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?

The talented and experienced headteacher, supported well by a proactive senior leadership team, ensures that amongst teachers, teaching assistants, administrative staff and the governing body there is an accurate view of the performance of the school. As a result there is a shared vision about how the school is to develop. Members of the governing body support the school well and hold the leadership to account with increasing rigour.

The school has good relationships with parents and carers and involves them, with success, in developing their children's reading. They are now looking to extend the partnership further by encouraging parents and carers to support their children when they are completing writing assignments for homework.

There are strong partnerships with other schools and agencies for the benefit of pupils' academic, personal and emotional development. Pupils' interests in sport and games are also enhanced by links with local secondary establishments.

The school is an inclusive community, in which equality of opportunity is promoted well and in which discrimination in all its forms is not tolerated. Safeguarding and child protection procedures are satisfactory and meet current requirements but a minority of relevant policies are not detailed enough.

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The promotion of community cohesion has a positive impact in school and within the local area. There are increasing links with a school in Madagascar but pupils' knowledge and understanding of the cultural make-up of the United Kingdom is recognised as an area for development.

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	2
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

This is an outstanding setting. Children enter Reception with skills which are generally in line with the expectations for their age, except in writing where they are sometimes lower. As a result of comprehensive induction procedures, which involve the commencement of their 'Learning Journeys' while they are still in Nursery and the use of older pupils as mentors for individual children, they settle down rapidly into their new surroundings. They play and learn happily with both their peers and Year 1 pupils and engage in all activities enthusiastically. They make exceptional progress in all areas of learning and are confident to ask and answer questions during carpet sessions. Their skills in reading and in numeracy are consistently well above that usually seen and children delight in challenge, for example, when their teacher uses a variety of resources to introduce instructional texts.

Teaching is good and sometimes outstanding. It motivates children to take responsibility for and to be creative in their learning. Assessment is of a high order and staff make detailed comments on children's progress, which inform their planning for each individual's next steps in learning. The curriculum comprises a good balance between teacher-directed and child-initiated activities and also includes several educational trips within the local area. Relationships between children and between children and the adults who work with them are strong and the welfare of each child is at the very heart of both planning and practice. Leadership and management are excellent and the highest levels of teamwork

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amongst all staff are the order of the day. Moreover, the Early Years Foundation Stage leader presides over regular and perceptive monitoring of all aspects of the setting and, as a result, staff have a keen awareness of both its strengths and areas for development. They recognise, for example, that although the outdoor area has improved markedly since the previous inspection, the role-play areas are not fully developed. Parents and carers speak highly of the Reception class and say, 'Our children love Reception and even want to come at the weekend. That speaks volumes for how good it is!'

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a 30% return of questionnaires. All those parents and carers who completed the questionnaires are entirely satisfied with their children's experiences at the school, they feel that it keeps them safe and that it helps them to have a healthy lifestyle. They also believe that their children enjoy attending Scapegoat Hill and that the teaching they receive is good. A very large majority is of the opinion that the school prepares their children well for the future. A very small minority comments that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence during the inspection to endorse this view. They accept that there is some immature behaviour in upper Key Stage 2, but judge that behaviour management is good overall and that most pupils conduct themselves well in lessons and around school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scapegoat Hill Junior and Infant 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	77	5	23	0	0	0	0
The school keeps my child safe	14	64	8	36	0	0	0	0
My school informs me about my child's progress	12	55	9	41	1	5	0	0
My child is making enough progress at this school	14	64	7	32	1	5	0	0
The teaching is good at this school	16	73	6	27	0	0	0	0
The school helps me to support my child's learning	13	59	8	36	1	5	0	0
The school helps my child to have a healthy lifestyle	11	50	11	50	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)	8	36	12	55	1	5	0	0
The school meets my child's particular needs	16	73	5	23	1	5	0	0
The school deals effectively with unacceptable behaviour	10	45	8	36	4	18	0	0
The school takes account of my suggestions and concerns	12	55	8	36	1	5	0	0
The school is led and managed effectively	12	55	8	36	0	0	0	0
Overall, I am happy with my child's experience at this school	15	68	6	27	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.



18 November 2010

Dear Pupils

Inspection of Scapegoat Hill Junior and Infant School, Huddersfield HD7 4NU

Thank you for making me feel so welcome when I visited your school recently. I am particularly grateful to the members of the school council who gave up their time to talk to me on Tuesday lunchtime. You were all so keen to find out how the inspection was going so I thought I would write to you and tell you what I found.

Scapegoat Hill is a good and improving school and I know that you are very proud of it. The adults who work with you care for and support you well and the teaching you receive is good. As a result you make good progress in your lessons, particularly in reading and mathematics. You behave well and older pupils enjoy looking after the younger ones at playtimes and lunchtimes. You told me exactly what I should eat (and what I shouldn't!) to make sure I have a balanced diet and you also know just why it is important to keep yourselves fit. Your attendance is much better than in many schools and most of you arrive on time in the morning.

In order to make your school even better, I have asked your teachers to help you improve your writing, by giving you more chances to talk about what you are going to write before you start and to make sure that your writing exercises are interesting and based on real life. I have mentioned, too, that your teachers could try and involve your parents and carers more in supporting your writing, like they have done to help you with your reading. They think this is a good idea and are also planning to invite some writers into school to talk to you about their work. Finally, I have asked them to make you more aware of the different cultures which make up our country.

Thank you all again for your kindness and courtesy. I enjoyed watching you learn. Please keep working hard and looking after each other. Au revoir!

Yours sincerely

Jim Kidd

Lead inspector

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