

Scholes (Elmet) Primary School

Inspection report

Unique Reference Number	107813
Local authority	Leeds
Inspection number	395300
Inspection dates	30–31 May 2012
Lead 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Jon Bliss
Headteacher	Pam Edwards
Date of previous school inspection	20 September 2006
School address	Station Road Scholes Leeds LS15 4BJ
Telephone number	0113 2649149
Fax number	0113 2649149
Email address	info@scholeselmet.leeds.sch.uk



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Introduction

Inspection team

Liz Godman
Mary Lanovy-Taylor

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons taught by 13 teachers. Inspectors met with groups of pupils and staff, representatives of the governing body and parents and carers. Inspectors observed the school's work, heard pupils read and looked at the school's self-evaluation and improvement plans, safeguarding documents, data on pupils' progress and samples of pupils' work. Inspectors took account of the responses to questionnaires completed by pupils and staff and 104 questionnaires returned by parents and carers.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Most pupils are of White British heritage. The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress. The school holds a number of nationally recognised awards, including the International School Award and the Inclusion Charter Mark.

There is an out-of-school club on the school's site. It is not managed by the school's governing body. It receives its own inspection and the report is available on the Ofsted website at www.ofsted.gov.uk.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because teaching and achievement are not outstanding as the use of assessment information and the pace of lessons are sometimes inconsistent.
- Overall, pupils' achievement is good. Pupils make consistently good progress in the Early Years Foundation Stage and in Years 1 to 6. By the end of Year 6 pupils' attainment is above average in English and mathematics.
- The quality of teaching is good and sometimes outstanding in the Nursery. Adults make good relationships with pupils and lessons are planned well to provide varied activities in the different subjects of the curriculum. Most lessons proceed at a good pace. Occasionally, this slows and pupils are insufficiently involved in practical activities or in learning independently because they spend too long listening to the teacher. There are many examples of the effective use of assessment to promote pupils' learning. However, this is not consistent because in some lessons pupils are not clear about what they are learning. In addition, when their work is marked they do not always receive clear guidance on how to improve it to reach the next level.
- Pupils behave well in lessons and around the school. They are keen to learn and say that bullying is rare and that they feel safe in school.
- Leadership and management are good. The headteacher, senior leaders, staff and governors have high expectations of the pupils. They know the school well and use this information effectively to improve the quality of teaching and pupils' progress, so that it is at least good. The good curriculum ensures pupils' good spiritual, moral, social and cultural development. Pupils' cultural development is very good because of the good music, art and sporting activities and the opportunities to learn about different cultures.

What does the school need to do to improve further?

- Increase the effectiveness and consistency of the use of assessment information by:
 - disseminating the good practice which is already in place in the school
 - ensuring that pupils are clear in all lessons about what they are to learn and how they are to demonstrate this
 - ensuring that pupils receive regular written feedback on how to improve their work and the next steps in their learning.

- Ensure that pupils' learning in all lessons proceeds at a consistently good or better pace by:
 - providing more opportunities for pupils to be actively involved in practical activities
 - increasing the number of occasions when pupils learn independently.

Main Report

Achievement of pupils

Most children enter the Nursery with skills which are broadly those expected for their age. However, their personal, social and emotional development tends to be less advanced than in other areas. Children make good progress in the Early Years Foundation Stage. They settle quickly into routines, are eager to play with others and to participate in the varied activities provided. For example, children in the Reception class name different colours and animals accurately in Spanish. Their great enthusiasm illustrates a good start in learning Spanish, which continues as pupils move through the school.

Almost all parents and carers who returned the questionnaire feel that their children are making good progress. The inspection confirms the good progress of all groups of pupils of all ages. By the end of Key Stage 1 pupils' attainment is above average in reading, writing and mathematics. Pupils in Years 1 and 2 tackle unfamiliar words successfully, using their secure knowledge of letters and the sounds they make. By the end of Year 6, in 2011, pupils reached broadly average levels, although attainment in reading was above average. The school's data on pupils' progress, lesson observations, hearing pupils read and samples of their work indicate that the attainment of the current Year 6 is above average in reading, writing and mathematics. Most are fluent and competent readers, who talk confidently about their preferred texts and favourite authors. Disabled pupils and those who have special educational needs make good progress in lessons and over time as a result of the good support they receive.

Pupils' learning in lessons is good. They enjoy the varied and practical activities provided and respond well when they are asked to work in small groups or with partners. For example, pupils in Year 2 worked in pairs to turn their newspaper articles into news bulletins and those in Year 5 collaborated well to plan and undertake a science investigation. Pupils are developing effective communication,

reading, writing and mathematical skills and are increasingly able to apply these skills across the subjects of the curriculum, for example by writing in different styles in history and science. Occasionally, the rate of learning in lessons slows because there are insufficient opportunities for pupils to undertake practical activities or to work independently.

Quality of teaching

An overwhelming majority of parents and carers who completed the questionnaire feel that their children are taught well and inspectors agree. Teachers' good plans ensure that lessons proceed smoothly. Where planning is most effective, for example in the Nursery, activities build upon children's earlier learning and interests and staff identify the next steps for each child. In an outstanding problem-solving, reasoning and numeracy session in the Nursery, children made exceptional progress. When they arrived at the start of the day, adults encouraged them to count using the interactive whiteboard or they discussed the different ingredients set out for making biscuits. In the subsequent session children worked in small groups with an adult, counting at different levels of difficulty and making rapid progress in estimating, counting and recognising numbers to 10.

Teachers' good subject knowledge is used effectively in all classes to develop pupils' skills in communication, reading, writing and mathematics. For example, skilful teaching enabled pupils in Year 6 to write independently to produce finished pieces of high quality. These illustrated the pupils' thoughtful and sensitive insights into how emotions are expressed in films. Relationships between adults and pupils are consistently positive and this helps to build pupils' good social skills and interest in learning. Teaching assistants are deployed well and work is matched closely to all pupils' needs, including those of disabled pupils and those who have special educational needs, enabling consistently good progress. In a Year 5 practical science lesson a group of pupils likely to find the task more difficult worked with a teaching assistant, who provided slightly more structured guidance and enabled their full and successful participation. Teachers make good use of the wide curriculum to provide varied activities and approaches to learning. These include practical activities, investigations and drama, as well as opportunities to use ICT and to work in pairs and small groups. Most teachers use questions well to probe understanding and to encourage pupils to elaborate their answers. However, occasionally the rate of learning in lessons slows because the teacher talks for too long and opportunities are reduced for practical activities or independent work.

In most lessons teachers ensure that pupils understand what they will learn and how they will know they have been successful. There are also good opportunities for pupils to plan their work and to review their success during or at the end of most lessons. Occasionally, pupils are unsure about how to achieve success because the learning objectives and the success criteria are not explained clearly to them. Pupils' work is marked regularly and accurately. However, teachers' written comments in pupils' books do not always indicate what the pupils should do to improve their work and to reach the next level.

Behaviour and safety of pupils

A few parents, carers and pupils who completed the questionnaire say that lessons are sometimes disrupted by inappropriate behaviour. The inspection found that pupils' attitudes to learning and behaviour in lessons are generally good, but occasionally pupils become restless or lose interest, for example when they spend too long listening to the teacher. Pupils behave well and move around the school calmly and quietly. They are polite and courteous and speak confidently to one another and to adults. Their behaviour on the playground is also good and pupils generally consider the effects of their behaviour on others, although a few are sometimes a little boisterous. However, during the school's street party for the Queen's Diamond Jubilee the whole school had a picnic lunch on the playground and all the pupils behaved considerately and exceptionally well.

The school's records and pupils' views confirm that behaviour is consistently good over time. Since the last inspection there have been no fixed-term exclusions because of the school's effective and inclusive approach. Pupils say that bullying is rare, but that there is some occasional name-calling. Pupils show a good understanding of the different forms of bullying and are very clear that bullying on the grounds of race is almost unheard of. There are high expectations of pupils and adults manage behaviour very well. Consequently, occasions when learning is disrupted by inappropriate behaviour are very rare. Pupils with identified behavioural difficulties respond well to the support they receive and show good engagement in lessons and improved behaviour over time.

Pupils say that they feel safe in school and almost all parents and carers returning the questionnaire agree. Pupils have a good understanding of how to stay safe, both within the school and more widely. Pupils' attendance is broadly average and has improved this year. Pupils are punctual at the start of the school day and when returning to lessons after breaks.

Leadership and management

The headteacher and senior leaders demonstrate an ambitious vision for the school, which is understood and shared by staff and governors, so that all have high expectations of the pupils. The school's concerted efforts and a strong team approach have proved effective in improving the quality of teaching and the pupils' learning. Good-quality professional development for staff at all levels has played a key role in this. Members of the governing body know the school well and are effective in holding its leaders to account. The school's arrangements for safeguarding pupils meet requirements and all the necessary risk assessments and policies are in place and up to date.

The school provides a good, broad and balanced curriculum, which meets the wide range of pupils' abilities well. In addition to effective teaching in the basic skills, the curriculum provides good enrichment and opportunities in sports and the arts and promotes pupils' spiritual, moral, social and cultural development well. It is particularly effective in ensuring pupils' good cultural development, including their knowledge and understanding of different cultures and languages, notably Spanish.

The school's self-evaluation is accurate and the findings are used well to promote improvement. For example, a detailed analysis of the strengths and weaknesses of Key Stage 2 pupils' skills in writing and mathematics has been used effectively to focus on gaps in their knowledge and to increase pupils' achievement. This is characteristic of the school's good management of its performance. Improvements made in the school, the strong teamwork and accurate self-evaluation give the school good capacity for sustained improvement.

Almost all parents and carers responding to the questionnaire feel that they are helped to support their children's learning, although a small minority would like further help. The inspection found that communication with parents and carers is generally good, particularly for matters relating to disabled pupils and those who have special educational needs. The highly personalised approach enables these pupils to be included fully in the life of the school and to make good progress. The school promotes equality and tackles discrimination effectively. This secures the inclusion and good progress of all groups of pupils.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 June 2012

Dear Pupils

Inspection of Scholes (Elmet) Primary School, Leeds, LS15 4BJ

Thank you for your welcome and your help with the inspection. We enjoyed meeting you.

You go to a good school and make good progress in English and mathematics from the time you join the Nursery to when you leave at the end of Year 6. We watched you working well together and enjoying learning in the different subjects of the curriculum. We saw that in most lessons you like practical activities, like investigating in science, watching short video clips and using the computers. Sometimes you do not learn as quickly because too long is spent listening to the teacher and you are not sure what you have to do. The teachers' marking usually tells you how to improve your work and what your next steps are but this is not always the case.

You behave well in lessons and around the school. You are keen to learn and told us that bullying is rare and that you feel safe in school. Almost all of your parents and carers agree that you are safe in school. We saw how much you enjoyed the Jubilee street party and were impressed at how quickly even the youngest children are learning the Spanish words for different colours and animals.

Your headteacher, staff and governors know the school well and want to make it even better for you. To help them with this we have asked them to:

- make sure you know how you can improve your learning and your work
- help you to learn independently and give you more practical activities so that you can learn as quickly as possible in every lesson.

You can help by continuing to work hard. I hope that you enjoy the challenges ahead and wish you every success.

Yours sincerely

Liz Godman
Lead Inspector

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