

Scholes (Holmfirth) J & I School

Wadman Road, Scholes, Holmfirth, West Yorkshire, HD9 1SZ

Inspection dates 25–26 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress over time.
- By the end of Year 6, standards of attainment are above average in English and mathematics.
- Children in the Early Years Foundation Stage make good progress as a result of the well-planned and exciting activities they are offered, both indoors and outdoors.
- Teaching is consistently good in most classes. Teachers know pupils well and give them work that ensures that they do the best they can. Teaching assistants support pupils well. Consequently, pupils of all abilities achieve well.
- Pupils behave well in lessons. At playtimes, lunchtimes and around school, their behaviour is impeccable. Parents all agree that behaviour is good.
- Pupils say that they feel very safe, enjoy school and so attend regularly.
- The experienced headteacher gives strong direction to the work of the school. She is well supported by governors and leaders; actions are raising achievement and improving teaching.
- Governors know the school well. They regularly visit the school and hold staff to account for the progress pupils make.
- Spiritual, moral, social and cultural development is promoted exceptionally well and underpins all aspects of the school's work.

It is not yet an outstanding school because

- Achievement in writing is not as good as it is in reading and mathematics. In some classes, pupils are not given sufficient time to act on their teacher's advice as to how they can improve their writing further.
- Pupils do not have enough opportunities to practise their writing skills in subjects other than English.
- Leaders have not yet ensured that teachers have precise guidance about how to teach writing most effectively.

Information about this inspection

- The inspectors observed 12 lessons, including two joint lessons with the headteacher.
- Discussions were held with pupils from Year 2 and Year 6, the headteacher, members of the governing body, a local authority representative and subject leaders.
- Inspectors listened to Year 1 and Year 6 pupils read.
- The inspectors took account of 28 responses to the online questionnaire (Parent View) as well as having informal discussions with parents at the start of the day.
- The inspectors observed the school's work and analysed a range of documents and policies, including: the school's view of its own performance; the school improvement plan; information about pupils' progress; attendance records; safeguarding documents; performance management documents and a sample of pupils' work.

Inspection team

Mark Randall, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or a statement is below average.
- The proportion of pupils eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, in local authority care and those with a parent in the armed services) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of teaching that is consistently good and outstanding so that pupils make rapid and sustained progress in writing by:
 - providing more opportunities for pupils to write in subjects other than English
 - consistently giving pupils time to act on their teacher's advice on how they can improve their work further
 - ensuring that leaders give precise guidance to staff on how to teach writing most effectively.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are typical for their age. They make good progress during the Early Years Foundation Stage as a result of strong relationships and the exciting, stimulating and well-planned activities, both indoors and outdoors, that enable them to experiment in different ways. They are well prepared for their learning in Year 1.
- Pupils continue to make good progress from their individual starting points as they move through school. This is confirmed by the school's own data and pupils' work.
- The teaching of reading is successful across the school. Consequently, standards of attainment by the end of Year 6 are above average, including the proportion of pupils reaching higher levels. Pupils read well. Younger pupils are confident readers and use phonics (knowledge of the sounds that letters make) to help them read unfamiliar words. Older pupils read with fluency and expression and enjoy discussing their favourite authors and types of books.
- Standards are above average in mathematics. This is because teachers have strong subject knowledge and give pupils work that will get the best out of them. In a Year 5 lesson, pupils were challenged to identify missing angles in a triangle, on a straight line or in parallel lines. All pupils in this lesson made good progress.
- Pupils make better progress in reading and mathematics than in writing. Consequently, standards in writing are broadly average. This is because pupils are not given enough opportunities to extend their basic skills by writing in subjects other than English and, in some classes, are not given time to act on their teacher's advice on how to improve their writing. However, the school's detailed tracking system shows that pupils now make good progress and standards in writing are improving.
- Pupils who are supported through school action, school action plus or a statement of special educational needs do as well as other pupils because of the good support they receive from teaching assistants in class and the effective use of specialist support.
- The few pupils supported by the pupil premium make as much progress as their peers. Pupil-premium funding is used well to provide additional one-to-one support for these pupils. This group includes pupils known to be eligible for free school meals. In the 2012 national tests, the average points score for these pupils showed that their attainment was higher than that of similar pupils nationally, although they were almost two terms behind their classmates. Inspection evidence shows that the gap in attainment between the pupils eligible for the pupil premium and those who are not is narrowing.
- The school promotes equality of opportunity well and ensures that all pupils make good progress.

The quality of teaching is good

- Teaching is good in most classes and there is some that is outstanding.
- Teachers make it clear to pupils what they are going to learn and how they will know if they have been successful. Teachers expect the best from pupils.
- In the best lessons, teachers skilfully structure tasks to ensure that pupils of different abilities are challenged. Teachers carefully question pupils during lessons to check their understanding and adjust tasks, when necessary, in order to ensure that all pupils are learning well.
- Teachers have good subject knowledge, especially in mathematics. For example, during a Year 4 mathematics lesson, the teacher identified that more-able pupils were not using the most efficient method to solve division problems and effectively taught them a new method, which they quickly grasped. Consequently, these pupils made good progress.
- Reading is taught successfully. Teachers use a variety of interesting activities to ensure that pupils develop successfully their knowledge of the sounds that letters make. Writing is generally

taught well but teachers do not always provide enough opportunities for pupils to write in subjects other than English or give them time to act on the advice given to help them improve.

- Teaching assistants are skilled and effective in supporting teachers in the classroom and providing help for individuals or groups of pupils.
- Good relationships and the way that teachers organise their classrooms help pupils to learn well. This is supported by well-prepared resources and effective use of equipment.
- Much of the marking and feedback to pupils are of high quality. Pupils are praised for achieving their objectives, and are given guidance on what to do to improve their work. In some classes however, teachers do not provide regular opportunities for pupils to correct their writing and act on the guidance they are given to improve their work. This slows pupils' progress and does not help them to consolidate their skills.
- Children make a good start to their education in the Early Years Foundation Stage. The brisk, lively teaching and exciting activities indoors and outdoors are particular strengths of the provision. One child enthusiastically told an inspector about the outdoor 'bug hotel' and happily described the bugs that they had recently found!
- Pupils say that 'teachers are very supportive and help [them] a lot'. Parents who completed the online questionnaire (Parent View) wholeheartedly agree that teaching is good.

The behaviour and safety of pupils are good

- Pupils are happy and polite. They are extremely courteous and are very proud of their school. Pupils are confident in their abilities and very keen to do well. For example, in an assembly observed during the inspection, one pupil told the whole school, 'I believe I can do anything I put my mind to.'
- Pupils are keen to help one another; the whole school is very inclusive and a place where every pupil really does matter. At playtimes and lunchtimes, pupils of all ages play happily together in the exceptionally well-equipped play areas.
- Pupils' behaviour in lessons is good. Pupils listen well to their teachers and get on with their work quickly.
- Pupils feel very safe. The school has equipped them well to recognise danger and deal with it. Pupils say that bullying is extremely rare and are aware of the different types of bullying, including cyber bullying. They are confident that an adult is always there to help them.
- All of the parents who completed the online questionnaire (Parent View) agree unreservedly that their child feels safe in school.
- Attendance is average and the vast majority of pupils attend regularly. The school is working well with families of children whose attendance needs improving.
- Pupils enjoy taking on a range of roles in school. Some pupils take their roles very seriously, especially as members of the school council or house captains. Younger pupils enjoy tidying their classroom as part of 'Tidy Friday'.

The leadership and management are good

- The dedicated headteacher is well respected by all connected with the school. She inspires people and values their contributions. Strong teamwork leads to all helping pupils to achieve well. Staff morale is high. One member of staff commented that she is 'very lucky to work in such a dedicated team where everybody goes above and beyond to make sure that the children are at the heart of everything the school does and they are cared for individually'. This strong team spirit ensures the school is well placed to improve.
- Evaluation of what is happening in the school is thorough. School leaders have an accurate view of the school's strengths and understand what needs to be done to secure further development. Actions are prompt and effective. For example, the additional time allocated to improving pupils' knowledge of times tables and more opportunities for pupils to solve problems have accelerated

progress in mathematics.

- Leaders routinely check how well teaching is helping pupils to achieve through regular visits and reviews of data. Leaders give regular feedback to all staff and explain how they can improve. However, leaders of writing have not yet given precise enough guidance to teachers as to how to teach writing most effectively. As a result, some weaker aspects in teaching writing remain.
- Pupils' progress is tracked rigorously and teachers are set targets based on pupils' progress. These targets are part of teachers' performance management procedures, which are well organised and used effectively to improve teaching and pupils' achievement. Discussions help leaders and governors make informed decisions about teachers' pay.
- Safeguarding procedures meet requirements.
- The interesting curriculum is well planned and enhanced by a range of visitors and visits. Displays show a range of work in all subjects. However, teachers miss opportunities to promote writing skills in other subjects.
- Assemblies and the curriculum ensure that pupils have an excellent understanding of other faiths and cultures. During the inspection, Year 2 pupils delighted in spending time with friends from their 'twinning school' in Batley Carr. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well.
- The local authority provides light-touch support for this good school.
- **The governance of the school:**
 - Governors bring a range of skills and expertise to their role. They challenge any concerns based on a good awareness of the school's performance when compared with schools nationally, gained through their use of data, regular visits to the school and meetings with the headteacher. Governors are well informed about the quality of teaching and are closely involved in the evaluation of teachers' performance and the decisions about their pay progression. They know how the pupil premium funding is spent, why it is allocated in this way, and the positive impact it is beginning to have. All governors receive regular training and this is enabling them to offer more support and challenge to school leaders.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 107661 |
| Local authority | Kirklees |
| Inspection number | 412274 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 215 |
| Appropriate authority | The governing body |
| Chair | Cynthia Osborne |
| Headteacher | Yvonne Donkersley |
| Date of previous school inspection | 10 January 2008 |
| Telephone number | 01484 222478 |
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