

Scholes Village Primary School

Old Popplewell Lane, Scholes, Cleckheaton, West Yorkshire, BD19 6DN

Inspection dates 1–2 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. The headteacher and governors have responded positively to the dip in standards following the local re-organisation of the school, and significant changes in staffing since the previous inspection. The school is improving.
- Expectations about the quality of teaching and pupils' achievements, by all staff, are now high again.
- As a consequence, teaching is consistently good. Pupils now make good progress in all years and achieve well across the school.
- Pupils start school with skills below those typical for their age. By the end of Key Stage 1, their attainment is securely average.
- Standards at the end of Key Stage 2 are rising quickly, and are now above average overall, particularly in reading and mathematics for many pupils.
- The early year's provision is good. Outdoors and indoors, children play cooperatively and learn well.
- Teaching is good because most lessons are interesting, and motivate pupils to think for themselves.
- Pupil premium funding is used increasingly well to promote the achievement of disadvantaged pupils.
- Disabled pupils and those who have special educational needs achieve well. Adults understand individual pupils' needs and provide timely support.
- Rising numbers of the most able pupils attain the highest National Curriculum levels in reading, writing and mathematics by the end of Year 6.
- Pupils behave well. They enjoy their lessons and the many extra-curricular activities and visits.
- Pupils' spiritual, moral, social and cultural development is good. All of the planned experiences and activities promote a good understanding of British values and the importance of respect for others.
- Arrangements to keep pupils safe and secure are good. Pupils know about how to keep themselves and others safe.
- Governors are well informed about the school's work, and understand how well it is doing. The training that they have undertaken recently has equipped them well to hold school leaders to account.

It is not yet an outstanding school because

- A minority of pupils do not make the rapid progress needed in writing to reach consistently above average standards by the end of Year 6.
- The progress that pupils make in lessons is not always checked carefully by teachers. Activities are sometimes not adapted to meet pupils' changing needs, especially for pupils of average ability.
- On occasions, a small minority of pupils are not stretched fully to give of their best. Not all respond fully to teachers' comments about how to improve their work.
- Not all leaders pay enough attention to the understanding and skills that different groups of pupils develop in lessons, and in their work, when judging the effectiveness of teaching.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons, one of which was observed jointly with the headteacher.
- Pupils' work was sampled informally in lessons in a wide array of subjects. In addition, English work from Years 4, 5 and 6 was sampled separately by inspectors.
- Inspectors also scrutinised a number of documents, including the school's own data relating to pupils' current progress. They also looked at planning and monitoring documentation, minutes of meetings of the governing body, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors held meetings with pupils in Years 3 to 6, with governors and school staff, including those with management responsibilities. Discussions also took place with a representative from the local authority.
- Inspectors evaluated the 25 responses of parents to the Ofsted online questionnaire (Parent View), as well as parents' responses to a recent school questionnaire. Inspectors also took account of the views of 16 members of the school's staff through the inspection questionnaires they returned.

Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Sheila O'Keeffe

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are White British. A very small minority are from other ethnic backgrounds.
- The proportion of disadvantaged pupils who are supported through the pupil premium is above the national average. (The pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs is average.
- Part-time Nursery and full-time Reception provision is made in the early years.
- In 2014, the school met the government's current floor standards, which are the minimum expectation for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.
- In 2012, the school became a single-form entry primary school as a result of the local authority's re-organisation of schools. As a consequence, there have been significant changes in staffing and governors since the previous inspection.
- The school receives support from the 'Ten Primaries,' an informal partnership of local schools.

What does the school need to do to improve further?

- Improve teaching even further by:
 - ensuring that all lessons stretch pupils fully in their learning, especially those pupils of average ability, so that they make even better progress
 - ensuring all pupils respond fully to teachers' comments about how to improve further their work
 - ensuring that all pupils' understanding in lessons is checked by teachers and activities adapted accordingly to meet their needs
 - developing further the skills of all leaders in checking the effectiveness of teaching over time, by paying more attention to how well different groups of pupils acquire knowledge, show understanding and develop key skills in lessons, and in their work.
- Speed up pupils' progress in writing, to reach even higher standards, by:
 - encouraging the use of a wider range of language and punctuation for effect, especially when writing in a formal style and about non-fictional events
 - building pupils' confidence to express their ideas in increasingly complex sentences, and more detailed, better thought-out paragraphs.

Inspection judgements

The leadership and management are good

- The headteacher has managed well the local authority's re-organisation of the school, and subsequent changes in staffing and governors, since the previous inspection. She has tackled systematically the resulting inconsistencies in teaching which led to a dip in pupils' achievement.
- As a consequence, pupils' rates of progress across the school are improving, overall levels of achievement are good, and teaching is of a consistently good quality. Expectations of key leaders and all staff across the school have increased.
- Governors have also refined their working practices. They have reviewed their individual roles and responsibilities, and have undergone training to ensure that they have a better understanding of the school's achievement information.
- The headteacher is supported well by senior and middle leaders, who are ambitious for pupils' achievement. They achieve a good balance between providing support for colleagues and checking the quality of teaching and its impact on pupils' learning.
- A range of training opportunities are matched well to the needs of individual staff. Much of the training comes from within the 'Ten Primaries,' and some is provided by the local education authority. This training has supported good improvements in the quality of teaching and governance, and has led to increased gains in pupils' knowledge, skills and understanding.
- Whilst all leaders and managers are involved regularly in checking the quality of teaching, not all are rigorous enough in making accurate judgments about the effectiveness of teaching, over time. This is because they do not all pay sufficient attention to the impact of teaching on individual pupils' progress and achievements, when they visit lessons and look at pupils' work.
- Arrangements for the management of teachers' performance are thorough. They ensure all teachers are held to account for their contributions in improving pupils' achievement. Governors are appropriately informed of this work.
- The school has an increasingly accurate picture of its strengths and areas for development. There are appropriate plans in place to improve the school's work further. For example, the headteacher has identified the work still to be done to improve further aspects of teaching.
- Teachers know pupils well. They make good use of the school's recently refined arrangements to check the progress of all pupils, addressing with increasing levels of success shortfalls in achievement. As a result, the school makes sure that pupils have an equal opportunity to do well.
- The well-planned curriculum encourages the daily development of pupils' reading, communication and mathematical skills, through bespoke practice sessions, and across well-planned topics in subjects other than English and mathematics.
- The curriculum is enriched by regular sporting, musical and drama opportunities, and visits to museums and local places of interest. All Year 3 and 4 pupils learn to swim, and all Year 4 pupils learn to play a musical instrument.
- Pupils talk enthusiastically about the school's eco-topics, about the array of enterprise projects in which they can become involved, and about the regular visits by artists and craftspeople that inspire their art and textiles work. They also talk about activities that capture their imagination, such as the wildlife searches and meals cooked on fire pits, as part of the outdoor classroom. They are enthusiastic about their use of computers to modify everyday experiences and familiar environments.
- Daily assemblies value pupils' all round contributions to school life and their peers, highlighting their good spiritual, moral, social and cultural development. Through the daily formal and informal learning experiences, staff help all pupils to behave well and become confident young people.
- The school promotes equality of opportunity well and there is no evidence of discrimination. Appropriate use of additional government funding has successfully helped to close gaps in the achievements of disadvantaged pupils and their classmates.
- Good use is made of the primary school sport funding. Pupils enjoy good experiences in physical education and sport. They participate in a wide range of activities, such as cross country and orienteering, funded from the primary school sports initiative.
- Safeguarding arrangements are effective and meet requirements. School leaders identify quickly pupils at risk of harm, and link well with the local children's safeguarding board and other partners to respond as necessary.
- Partnerships with parents are good. Almost all parents express confidence in the work of the school and the impact that it has on their children's lives.

- The fundamental British values of freedom, law and equality of opportunity are promoted well. This can be seen through the work of the school council, fundraising for local charities, debates about wind turbines, and first-hand contact with people from different faiths and countries from within the local community.
- The local authority provides effective 'light-touch' support for the school. Staff from the 'Ten Primaries' help increasingly to evaluate the accuracy of school assessments and other different aspects of the school's work.
- **The governance of the school:**
 - The governing body has recently reviewed its working practices, and its membership has changed. Governance is effective in providing a good balance of support and challenge for the school's leaders.
 - Governors have supported the headteacher particularly well in managing the re-organisation of the school, and changes in staffing, since the previous inspection.
 - Governors receive detailed information about all aspects of the school's work. This is presented in an accessible way, including information about national data, in order to compare the school with others nationally.
 - Governors have undertaken the necessary training to help them to hold the headteacher and senior leaders to account for the impact of actions to improve pupils' achievement. They are aware of the quality of teaching.
 - Governors have detailed discussions about major spending decisions, in particular the allocation of pupil-premium and sport funding. For example, they have authorised additional staffing and resources to support teaching literacy and numeracy in small groups. They have appointed sports coaches to help teachers to improve the teaching of physical education.
 - Governors have put into place robust arrangements to review the annual performance of the headteacher.
 - They receive helpful information about the performance targets set for teachers, and check potential links with salary progression. They know that the headteacher will ensure that teachers only receive financial reward if pupils reach their challenging targets.

The behaviour and safety of pupils are good

■ Behaviour

- The behaviour of pupils is good. They enjoy positive relationships with one another and all of the adults who work with them. In the playground, dining room, and around school pupils are exceptionally helpful and considerate. They are most welcoming of visitors and proud to talk about their school.
- The school is a calm and orderly place because pupils know and follow school rules well. Pupils enjoy learning about people from different cultures and backgrounds, and emphasise how important it is to treat everyone fairly and courteously.
- Pupils have positive attitudes to learning and join in activities with enthusiasm. Their ability to work well together starts in early years and develops well throughout the school. They readily share ideas and resources. They take pride in their learning and care how they present written work.
- Pupils have many opportunities to become involved in the running of the school. Older pupils act as befrienders and sports leaders, and there is an active school council. Pupils are proud of the work that they do in the local village, of their successes in local and national competitions, and of the money they raise for charities. These examples demonstrate a strong school community.
- Pupils know about the different types of bullying, particularly racist, homophobic and cyber-bullying. Records show that the rare incidents of inappropriate behaviour are dealt with effectively and quickly by staff.
- On occasions, a very small minority of pupils lose concentration in some lessons. This is particularly the case where their needs and interests are not always fully met.
- Attendance is average. Staff work hard to make parents aware of the importance of regular attendance and to dissuade families from taking holidays in term time.

■ Safety

- The school's work to keep pupils safe and secure is good.
- All parents and carers who responded to the online inspection questionnaire and to the recent school's questionnaire agree that the school keeps their children safe.
- Outdoors and indoors, pupils work and play sensibly and are well supervised. On the rare occasions when

pupils can be unkind and fall out, these disagreements are swiftly dealt with by staff and are soon forgotten.

- Pupils say that they feel safe in school. The ethos of the school encourages pupils to share openly any worries that they might have, and to value each other's feelings.
- Pupils are confident that should they have any problems, there is always someone with whom they can share their concerns. They know about organisations such as Child Line and who to contact should they feel unsafe away from school.
- Pupils know how to keep themselves and others safe when learning outdoors and during visits, for example, when undertaking activities in the outdoors. They have a good understanding of how to keep themselves safe when using public transport, the internet and mobile phones.

The quality of teaching

is good

- Teaching is improving rapidly, following the local re-organisation of schools. All staff are now fully committed to improving further pupils' learning and readily share ideas about their teaching with colleagues, and with staff from the 'Ten Primaries.' As a result, pupils achieve well.
- Most teachers plan relevant experiences to interest and stimulate pupils. For example, in a Year 5 English lesson, pupils were engrossed in watching an extract from a DVD as preparation for writing imaginative descriptions, using vivid images. Similarly, Year 2 pupils persevered well, independently of the teacher, to estimate whether various shapes had angles, then to explore objects around the classroom, recognising confidently those with right-angles.
- The teaching of reading, in particular of phonics (the connections between letters and the sounds that they make), is good. A high proportion of pupils indicate how much they enjoy reading. They read regularly at home and in school and show increasingly good understanding of different texts.
- The teaching of mathematics is also effective. Pupils enjoy the daily mental mathematical challenges, and the well planned opportunities to solve 'real-life' problems.
- The teaching of writing is increasingly effective. The handwriting of most pupils is of a good quality. Written work is presented with care, with good attention to the spelling of common words and phrases.
- There are inconsistencies in the ways that some teachers explain and show pupils how to use a range of punctuation and grammar for effect and encourage pupils to build increasingly complex sentences, especially when writing for formal purposes and about non-fictional issues. More could be done to build pupils' confidence to express their ideas better when writing and to use more detailed and better thought-out paragraphs.
- Relationships with pupils are excellent. The atmosphere created in lessons is one in which the vast majority of pupils are keen to help one other.
- The skills of teaching assistants are generally well developed. The vast majority make a real difference in supporting individual pupils to succeed.
- Most teachers know their pupils well, and plan to meet their individual needs effectively. Opportunities for home learning are particularly well-promoted on the school's website.
- In a small minority of lessons teaching does not stretch fully all learners, or check carefully whether they understand sufficiently what they are learning before moving on to new activities. At times, some teachers are not confident enough to adapt activities to meet pupils' changing needs, particularly those of average ability.
- Opportunities are provided by all teachers for pupils to respond to marking that invites them to improve their initial written work. However, not all teachers insist that pupils take full advantage of these opportunities to stretch themselves fully and improve their work.

The achievement of pupils

is good

- Pupils' rates of progress are rising again throughout Key Stage 1, and are good in reading, writing and mathematics. This is due to the increasingly stable and good teaching. Inconsistencies in some pupils' speaking, listening and reading skills, at the start of Year 1, are addressed with increasing success. As a consequence, standards by the end of Year 2 are now securely average.
- Across Years 3 to 6 pupils' rates of progress are rising quickly, as teaching is becoming consistently good. The progress made by the vast majority of pupils in reading, mathematics and writing is good. In 2014, attainment in all three subjects improved, and current Year 6 standards are above national averages

overall, especially in reading and mathematics.

- Progress evident in lessons and from work in pupils' books is good. Pupils take equal pride in carefully organising and setting out their work in history, geography and science, as they do in English and mathematics.
- Progress across the school is good in reading. Pupils read with increasing fluency and levels of understanding as they move up the school. In the national phonics screening check carried out at the end of Year 1, above-average numbers of pupils reach the national expected standard for six-year-olds.
- Progress is also good in mathematics. Pupils benefit from the daily oral mathematical challenges. They concentrate well to apply their well-developed calculation skills to a variety of everyday problems.
- Most pupils are proficient writers. As early as Year 3, for instance, pupils write lucid explanations about how plants take up moisture. As they move through school many pupils increasingly experiment with a range of language to write informatively about the dinosaur kingdom, earth and space, and events of the Second World War.
- Not enough average ability pupils achieve as well as they might, to reach the highest standards in writing, by the time they leave school. This is largely because their use of more formal language and punctuation for effect, especially when writing about non-fictional events and issues, is not sufficiently well developed. Opportunities are missed in some classes to develop pupils' confidence in writing more complex sentences, sooner, and in crafting better planned paragraphs to convey their ideas.
- Pupils with special educational needs, and the very small numbers from minority ethnic backgrounds, make similar good progress to their peers. This is because they benefit from targeted support from adults who are well trained to meet their needs. This demonstrates leaders' good and effective commitment to equality of opportunity.
- The most able pupils achieve well. An increasing proportion of pupils make more-than-expected progress and attain the highest levels.
- The achievement of disadvantaged pupils is improving, and is good, overall. In 2014, attainment gaps between disadvantaged pupils and other pupils nationally closed markedly. Disadvantaged pupils at the end of Year 6 were typically four months behind in their attainment in mathematics, six months behind in reading, and eight months behind in writing, when compared to other pupils nationally. They were four months ahead of their classmates in reading and mathematics, and eight months behind in writing. However, gaps were much wider at the end of Year 2. Senior leaders have taken successful action through daily, targeted, one-to-one activities and small-group work to reduce Key Stage 1 gaps in attainment.
- Rates of progress made by disadvantaged pupils are similarly rising. They are increasingly approaching those of other pupils nationally, in all three subjects. In school they are often higher than their classmates in most years, and at least in line.
- Pupils enjoy good experiences in physical education and sport. They participate in a wide range of activities, competitive and informal, funded from the primary school sports initiative.
- Pupils have many opportunities to investigate, interpret, analyse and evaluate across a range of subjects, including science, geography, history, art and textiles. By the time they leave school, many have learnt to swim and to play a musical instrument.

The early years provision

is good

- Children enter the early years with skills and understanding below those typical for their age. Some have particular difficulties in aspects of personal and social development, and in basic communication skills. They make good progress so that an increasingly larger number than seen nationally achieve a good level of development by the end of Reception. As a result, they are ready to start learning in Year 1.
- The early years is a vibrant place for children to learn. Indoors and outdoors, teachers and other adults are sensitive and caring, enabling children to develop confidence and independence in their learning. This means that children quickly settle into school life.
- Children behave exceptionally well. They soon learn to take turns in the planned activities, share equipment sensibly, and listen to each other's viewpoints and ideas.
- Teaching is consistently good, with some outstanding practice. Teachers plan experiences which motivate children, and arouse their enthusiasm for, and commitment to, learning.
- Teachers usually make sure that tasks build on what children already know, or skills they have recently acquired. For example, children quickly put on wellington boots and hats, understanding the need to protect themselves from nettles and the sun, as they prepared for an adventure in the outdoor classroom.

They chose plant pots, confidently filling them with compost and vegetable seeds, and built thoughtful narratives around their interactive play.

- Adults constantly ask searching questions, regularly make informal and formal observations, and record systematically in each child's 'learning journey' how well they are doing, and their next steps.
- Daily communication with parents helps to provide detailed pictures of each child's progress, and developing needs. Staff keep parents well informed about how they can support their children's learning at home.
- Leadership and management are good. The early years leader has developed a very cohesive team which works together highly effectively, so that all children are safe and secure at all times.
- Strong teamwork ensures that all of the adults know exactly what is expected of them, every day. It ensures that they check frequently the skills that all children are developing, and use this information carefully to plan subsequent activities that continue to stimulate their learning.

What inspection judgements mean

School	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

Unique reference number	107674
Local authority	Kirklees
Inspection number	461863

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	221
Appropriate authority	The governing body
Chair	Julie Leaper
Headteacher	Samantha Marriott
Date of previous school inspection	3 November 2010
Telephone number	01274 335500
Fax number	01274 335503
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