



Scissett Church of England Voluntary Aided First School

Inspection Report

Unique Reference Number 107743
LEA Kirklees
Inspection number 277830
Inspection dates 26 April 2006 to 27 April 2006
Reporting inspector Mr James Kilner HMI

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

Type of school	Primary	School address	Wakefield Road
School category	Voluntary aided		Scissett
Age range of pupils	5 to 10		Huddersfield, West Yorkshire HD8 9HR
Gender of pupils	Mixed	Telephone number	01484 222927
Number on roll	137	Fax number	01484 222927
Appropriate authority	The governing body	Chair of governors	Mr B Kirkham
Date of previous inspection	12 September 2000	Headteacher	Mrs E Watson

Age group 5 to 10	Inspection dates 26 April 2006 - 27 April 2006	Inspection number 277830
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Scissett Church of England Voluntary Aided First School is situated in the semi-rural village of Scissett between Huddersfield and Wakefield. Pupils leave to go to a middle school at the end of Year 5. A low number of pupils is entitled to free school meals and the number of pupils with learning difficulties and/or disabilities (LDD) is low. The number of pupils with a statement of special educational need is well above the national average. Attainment on entry to the school is judged to be broadly average. The numbers on roll at the school are falling, which is characteristic of the whole area.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The school modestly judges itself to be good; however, Scissett CE (VA) is an outstanding school. The strong Christian ethos permeates every aspect of the school and the aim expressed in 'excellence for the whole child.' Standards are good in comparison with schools nationally. Pupils are taught well and make good progress that has led to a rising trend in standards.

The quality of provision in the Foundation Stage is good. Developments in the outdoor area and the organisation of the curriculum together with good quality teaching ensure pupils make rapid progress. A number of pupils leave Foundation Stage having exceeded the Early Learning Goals.

Pupils' personal development is outstanding. Attendance rates are high and pupils are motivated and enjoy coming to school. Behaviour in lessons and around school is exemplary with high levels of cooperation and collaboration between pupils of all ages. They are happy, confident and increasingly independent young people. Almost all parents responded to the questionnaire and overwhelmingly declared their support and appreciation for the work of the school. As one parent said, 'I send my child to school each day in the knowledge that they are safe and well cared for.' The school works in close partnership with them and other agencies to ensure outstanding care for their children.

The headteacher provides an exemplary role model to all in school. She, the leadership team and governors provide outstanding leadership and management. Rigorous self-evaluation linked to action planning gives a clear blueprint for the continuing success of the school. This work is being enhanced by the school's involvement in the Primary Leadership Programme (PLP).

A highly effective pupil tracking system is consistently used to ensure all pupils are on target to achieve well. It is now being incorporated into pupils 'next steps' to give them greater understanding of their own targets. The school has made very good progress since the last inspection. The school gives good value for money.

What the school should do to improve further

- Ensure that all pupils know and use their targets in order that rates of progress are even greater.
- Ensure that successful strategies identified in lesson observations lead to consistently good or better teaching.

Achievement and standards

Grade: 2

The attainment of pupils on entry to Reception class is average for pupils of their age. They make good progress because of good teaching and support. The majority achieve

the standards expected of them by the end of Reception class with some exceeding the Early Learning Goals.

Progress through Key Stage 1 is good with end of Key Stage assessments showing that standards in Year 2 are above average. There has been a consistent improvement in standards over recent years and this continues through Key Stage 2. The use of assessment information is good. As a result, pupils are supported effectively in attaining the challenging targets set.

Standards in reading are improving because of high quality support from volunteers in the Reading Partnership Scheme. Most parents support their child by sharing books at home. Children's writing skills are also improving as this is currently a focus area in the school. Children with LDD and those with statements for their special educational needs make good progress towards their targets. Skilled classroom support assistants have a thorough knowledge of pupils' targets and contribute significantly to the good levels of progress for this group.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Without exception pupils are well behaved, welcoming, helpful and enthusiastic. Attendance is good because they are proud and motivated to come to school and thoroughly enjoy their time there.

There is a strong emphasis on spiritual and moral development within a Christian context. Pupils participate fully within the faith community through involvement in festivals and worship. Assemblies are lively, interactive and enjoyable as demonstrated by pupils' enthusiasm and pleasure in singing.

Older pupils learn about relationships and the dangers of drugs and all are taught how to be safe.

Break and lunchtimes are enjoyable with many organised activities well supported by trained supervisors. Older pupils operate as trained playground buddies to provide friendship and games for anyone feeling lonely or upset. This scheme operates for all pupils regardless of ability so that those pupils with LDD fully participate as play leaders. A democratically elected school council ensures there is a genuine voice for young people to be heard. It oversees the anti-bullying strategies and organises events to raise awareness of current issues for its peers. Any incidents are dealt with quickly and efficiently.

Meals and snacks are healthy. There is a wealth of out-of-school activities which are well supported and encourage pupils to adopt healthy lifestyles. Pupils are enthusiastic about the comprehensive reward system and strive to achieve their goals.

Within a largely white British community, the school works hard to ensure awareness of other cultures and faiths through assemblies and curriculum-related activities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with elements of outstanding practice. Planning takes full account of pupil assessments and teachers generally use this to inform future work. In the best lessons, there is a brisk pace with high expectations. Here pupils achieve well and enjoy the exciting challenges set by the teachers. Some teaching does not challenge the pupils quite as much as or maintain the rapid pace for the whole of the lesson. However, no unsatisfactory teaching was seen. Some pupils have an understanding of their personal and curriculum targets which they use effectively in their learning.

Work is well matched to the needs of the pupils. Skilled classroom assistants support pupils with LDD and those with statements for their special educational needs effectively and unobtrusively in lessons, ensuring that they make good progress. Behaviour in lessons is excellent; there are no unnecessary interruptions and pupils remain on task for lengthy periods producing good quality work. Teachers and assistants ensure that the work of pupils is displayed throughout school celebrating aesthetically the achievements of all. Teachers use the high quality resources effectively to promote quality learning experiences for the pupils. Recent developments in provision of information and communication technology (ICT) equipment are used to good effect to enhance pupils' learning.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Due to the mixed-age classes the school has devised a comprehensive curriculum plan operating over a two-year cycle. The plan encourages teachers to develop cross-curricular links which are effectively delivered. All pupils have full access to a broad and rich curriculum.

Pupils in the Reception class enjoy practical and imaginative activities that promote learning through play. The outstanding outdoor provision means the Early Years curriculum can be effectively implemented, leading to the good rates of progress for pupils. Well planned activities give them an effective start to school.

Significant developments in the ICT curriculum since the last inspection result in pupils having access to an exciting, structured curriculum through high quality equipment. ICT developments are a strength of the school and underpin many curriculum opportunities for the pupils.

There is a wide range of sporting, social and community based activities available for all pupils with almost all pupils participating. Further enrichment is provided through wide-ranging music tuition incorporating whole class recorder and violin sessions.

Care, guidance and support

Grade: 1

Care, guidance and support for pupils are outstanding. The school is well maintained and pupils feel safe and welcomed. Much is done to eradicate any form of bullying, intolerance, discrimination or racism and the strong Christian ethos promotes well the care of all pupils. All staff know the pupils and their families well. They ensure everyone is on target to achieve their full potential. Relationships with outside agencies are effective, ensuring a high level of care for all pupils, including the most vulnerable and those with LDD. Individual education plans are regularly reviewed and effectively implemented by teachers and classroom assistants.

Risk assessments and child protection procedures are followed thoroughly and all staff regularly updated on procedures to be followed.

Induction procedures for pupils to Reception class are thorough and the school has strong links with the local middle school ensuring seamless transition at all times.

Provision for the Reception class pupils is very good; a well developed safe outdoor area ensures quality play experiences designed within an appropriate range of curriculum opportunities.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The exemplary role model provided by the headteacher sets a standard by which all are committed to providing 'excellence for the whole child.' Almost all parents responded to the questionnaire and overwhelmingly support the work of the school. The promotion of equal opportunities is outstanding. All pupils, regardless of ability, are fully included in the life of the school.

Much has been done to raise standards to show year-on-year improvements. This has been achieved by a wealth of well planned and rigorously implemented initiatives. The pupil tracking system is outstanding. It is meticulously maintained and forms the basis of twice yearly reviews of pupils' progress. Where necessary, appropriate intervention is provided and discrepancies rapidly dealt with. As a result, standards continue to rise.

Subject coordinators fulfil their role well; all have a thorough knowledge of standards in their subject across the three key stages. This demonstrates a great improvement since the last inspection.

School self-evaluation is thorough, honest and involves everyone. Teaching and learning are regularly monitored with strengths and weaknesses identified and dealt with.

Views of parents are gained through questionnaires and all initiatives carefully monitored. Development planning is thorough and tightly linked to clear success criteria within set financial limits. Through an exemplary performance management system, the leadership team and governors share a thorough knowledge of all aspects

of the school. Not only do governors fulfil their statutory responsibilities thoroughly, they enhance and enrich the life of the school through their involvement in assemblies and the curriculum. Resources are effectively deployed and financial management is secure; the school offers good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me into your school last week. You are all so proud of your school and so many of you took the time to let me know your views.

These are the main findings from the inspection.

- Scissett Church of England is an outstanding school. That means your school is excellent and your superb attitudes, behaviour and work helped me to come to that decision.
- All the adults help you to feel safe and enjoy your time at school. You look after each other well and you care for and respect one another and the adults who help you.
- We asked your parents and carers for their views of your school. Almost everybody said how much they appreciate the work that your headteacher and the staff do for you.
- The head and her team, along with the governors, are really doing an excellent job in ensuring that you are all given the very best start in life. They provide lots of exciting opportunities for you to learn both in lessons and out of school. We feel they can help you achieve that little bit more by telling you what you need to do so you reach your targets that much faster.
- The school takes a lot of notice when you come up with good ideas so you might want to think about ways in which you can be part of this work as well.

Once again, can I thank you for your warm and friendly welcome to your school. There is much for you and your teachers to celebrate at Scissett Church of England (VA) First School; I wish you every success for the future.