

Emley First School

Inspection report

Unique Reference Number	107651
Local Authority	Kirklees
Inspection number	309460
Inspection dates	14–15 November 2007
Reporting inspector	Robert Robinson

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	5–10
Gender of pupils	Mixed
Number on roll	
School	97
Appropriate authority	The governing body
Chair	Christine Bullimore
Headteacher	Mr S Merry
Date of previous school inspection	24 November 2003
School address	School Lane Emley Huddersfield West Yorkshire HD8 9RT
Telephone number	01924 326802
Fax number	01924 326802

Age group	5–10
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average-sized primary school. Almost all pupils are of White British backgrounds. The socio-economic circumstances of the local area are above average. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has an Investors in People Award and has gained the Activemark and Healthy School Status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Emley First School provides an outstanding education for its pupils because the leadership and management of the school are first rate. It serves its community extremely well. A local resident stated: 'We feel extremely privileged to have such a friendly and well managed school in our village'. The leadership actively seeks the views of parents and acts upon suggestions to improve the educational opportunities for the pupils at the school. Parents praise its work. Typical remarks are 'an excellent school' and 'the teachers and headteacher are very committed and demonstrate genuine care for the children'.

The superb care, guidance and support for pupils are at the heart of the school and enables pupils to flourish both academically and personally. Pupils' achievement is outstanding. Standards are much higher than normally expected by the time pupils leave the school at the end of Year 5. They are extremely well prepared for future learning because of their firm grasp of basic skills, impeccable behaviour and excellent attitudes to learning.

Pupils really enjoy school because the teaching is consistently good or better. Higher than average attendance rates help pupils to benefit from all the school provides. Lessons are exciting and capture pupils' interest in learning. Teachers and teaching assistants skilfully meet the needs of all pupils in their care. The pace of learning is brisk. Resources, such as computers, are used very effectively to consolidate and extend pupils' understanding. The curriculum is organised extremely well to provide pupils with a wide variety of opportunities to develop skills in different subjects in lessons and in out-of-school activities.

The headteacher provides a strong steer to the school and together with the senior teacher and very capable staff, has facilitated very effective practice in all areas of the school's work. Governors too play their part in the success of the school. They offer strong support for the leadership because they have a very good understanding of the school's strengths as well as areas for development. Staff and governors are not complacent and are continually seeking ways to improve the school. In addition, staff work very effectively with other local schools and with national educational bodies, to assist their own and others' professional development. Strengths in the leadership and management of the school provide the school with excellent capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 1

Provision and leadership and management are outstanding in the Foundation Stage. Children have a superb start within an attractive and stimulating classroom. Generally, pupils enter the Reception class with above expected attainment. Children make fast progress because of a very well taught curriculum that develops their basic skills extremely well. Carefully planned and interesting activities, both indoors and outdoors, help children to reach well above expected standards in all areas of their learning by the time they enter Year 1. The strong development of children's speaking and listening skills with an emphasis on role-play and outdoor education, interests children and adds enjoyment to their learning. The woodland area within the grounds is used most effectively to promote their skills in all areas of their learning, but particularly in their knowledge and understanding of the world around them. However, the lack of direct access from the classroom to the adjacent external area does restrict the further development of outdoor education. All staff work exceptionally well together and meet the needs of the

children very well. The recording of children's progress is very thorough and used exceptionally well to plan future learning. Carefully thought out induction procedures help children to settle quickly into the school's routines. Transfer from Reception to Year 1 is seamless. Parents praise highly the education their children receive in the Foundation Stage.

What the school should do to improve further

There are no major areas for development. However, governors should consider:

- Improving the outdoor educational opportunities in the Foundation Stage by providing direct access from the classroom to the outdoor area.

Achievement and standards

Grade: 1

Pupils, including those with learning difficulties and/or disabilities, make exceptional progress throughout Years 1 to 5. Pupils enter Year 1 with standards which vary from year to year because there are small numbers in each year group. Over the past few years standards have been variable on entry to Year 1 because of the different make up of each group. Standards at the end of Year 2 have been significantly above average and have since the last inspection, risen year on year. Standards in 2007 were well above average overall. In writing, standards were exceptionally high. Standards in Year 5 are higher than those normally expected for pupils of this age. Outstanding teaching throughout the school enables outstanding achievement. The pupils meet the demanding targets set for them.

Personal development and well-being

Grade: 1

Pupils' personal development is a major strength of the school. Pupils respond extremely well to the high level of care and support they receive from staff. They have a strong sense of right from wrong and feel safe within a harmonious community. Bullying is not an issue and pupils are confident to discuss any concerns with adults. They take a full part in the life of the local community. For example, they organised a strawberry tea for senior citizens and produced a DVD for other schools of the premiere production of a play about anger management. Pupils have a good understanding of the needs of others through curricular and fundraising activities. Their exemplary attitudes to learning, their excellent behaviour and outstanding academic achievement provide them with skills that equip them well for the future. By the time pupils leave the school, they are articulate, confident and have a very keen interest in and understanding of how to keep healthy.

Quality of provision

Teaching and learning

Grade: 1

Exceptional teaching results in pupils making rapid gains in their learning. Lessons are planned extremely well to interest and challenge pupils. The high expectations of pupils' work and of their behaviour are very well met and result in a fast pace of learning. Relationships between pupils and between pupils and staff are superb. Teaching assistants play a valuable part in providing help for pupils at all levels of attainment. Ample, high quality, accessible resources give pupils' opportunities to develop their learning through the many practical planned activities. Pupils are encouraged to work with partners and to express their views during discussions.

Their work is marked to a consistently high standard. For example, an encouraging piece of advice in a book resulted in the next piece of work being well presented and written in neat joined up handwriting. Pupils are fully involved in setting their own individual targets for improvement with teachers and these are discussed and shared with parents.

Curriculum and other activities

Grade: 1

The curriculum is very well thought out and very effective. The very broad range of curricular activities with many practical experiences and opportunities to role-play promote very well pupils' academic and personal development. Interesting topics capture pupils' interest. They are used very well to promote subject knowledge as well as to provide additional opportunities to write in different styles. Visitors and visits are used extremely well to provide additional help and to add purpose to learning. This happened during a multicultural awareness week. During this occasion pupils gained a better understanding of Indian dance and music, of Tanzanian art, of insights into the French and Spanish languages and enjoyed making and eating pizzas.

Care, guidance and support

Grade: 1

Procedures to safeguard children are fully in place. Health and safety and risk assessment procedures promote a safe environment. Pupils agree that they are looked after extremely well. Pupils with learning disabilities and/or disabilities are supported very effectively enabling them to take a full part in lessons. Members of staff know pupils and their families very well and are fully aware of each child's pastoral and academic needs. The records of pupils' progress are very thorough and used very productively to assist the school to identify pupils who are not doing as well as expected. Targets set for pupils are challenging and rigorously checked.

Leadership and management

Grade: 1

The key to the success of the school is its excellent leadership. The headteacher, with very good support from the senior teacher, inspires the staff to take an active role in school improvement, in its management and in their own professional development. Rigorous checks on the quality of teaching and learning have resulted in consistently good practice in classrooms. The school's self-evaluation is very thorough, though its judgement on its overall effectiveness is modest. The school is constantly seeking ways to improve. Parents' and pupils' views are sought about how to enhance provision and where appropriate are acted upon. The strong partnership between staff and parents and with other local schools greatly benefits pupils' personal and academic development. The school has improved exceptionally well since the last inspection and manages its budget particularly well.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Emley First School, Huddersfield, HD8 9RT

I really enjoyed the day I spent with you. It was a privilege to inspect your school as it provides you with an outstanding education. This is because it is led and managed exceptionally well by your headteacher who is helped really well by the senior teacher, other staff and the governors. There are no major things for the school to do to make it even better. However, I have asked the school to change the Reception accommodation so that children can get straight outside. This will help the teachers give these children lots of chances to do things outside.

I was very impressed by your really good behaviour and how interested you are in your lessons. You told me that you enjoy being at school, feel safe and are proud of your school. Your attendance is really good - so keep it up. Staff look after you extremely well and I was pleased that you all get on so well together. The standard of your work by the time you leave the school is higher than normally seen at the end of Year 5. This is because you are taught so well and helps you make really quick progress in your learning.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school.

I wish you well for the future.