

Scholes Junior and Infant School

Inspection report

Unique Reference Number	107661
Local Authority	Kirklees
Inspection number	309463
Inspection date	10 January 2008
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	4–11
Gender of pupils	Mixed
Number on roll	
School	205
Appropriate authority	The governing body
Chair	Mrs Cynthia Osbourne
Headteacher	Mrs Yvonne Donkersley
Date of previous school inspection	1 March 2004
School address	Wadman Road Scholes Holmfirth West Yorkshire HD9 1SZ
Telephone number	01484 222478
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and the curriculum, the Foundation Stage (Reception), and leadership and management. The inspector gathered evidence from lesson observations, examination of pupils' work, assessment data, interviews and documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified and these have been included where appropriate in this report.

Description of the school

This is an average sized primary school. The proportion of pupils eligible for a free school meal is below average. Almost all pupils are of White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The proportion of pupils with statements to support their educational needs is above average. The socio-economic circumstances of the area are above average. The school has gained the Healthy Schools Award. The building has been modified over time to provide adequate space for the number of pupils at the school. It is now on three storeys, but with narrow connecting corridors and limited storage space.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Scholes Junior and Infant School provides an outstanding education for its pupils. It meets its motto 'Learning through enjoyment' extremely well. This is because of the strong successful emphasis on pupils' personal development, including spiritual, moral, social and cultural development, first-rate teaching and a creative curriculum. Parents praise all aspects of the school's work. A typical comment was: 'A very well run and friendly school which is held in high regard within the community.' Parents of children with specific learning difficulties and/or disabilities are impressed with the care and concern for their children and the excellent progress they make. Pupils enjoy school and as a result, attendance rates are well above average. By Year 6 they are articulate, confident and very well prepared for future learning.

The school has made rapid improvements since the last inspection. Standards by the end of Year 6 have risen sharply. In the national tests in 2007, higher attaining pupils did not do as well in writing in comparison to their work in lessons over the year. This brought down overall standards to above average. High standards were maintained in the tests in reading, mathematics and science. Standards in the current Year 6 are above average. Standards in writing are similar to those in other areas of learning. Pupils in Key Stages 1 and 2 make outstanding progress. The rate of improvement in standards from the end of Year 2 to the end of Year 6 has been significantly above average in each year since the last inspection.

The reasons for the undoubted successes of the school can be attributed to the strengths in leadership of the headteacher, deputy headteacher, senior staff and governors. An experienced core of governors fulfils its responsibilities well and the many recently appointed governors are rapidly developing their roles. The strengths in the school's work previously reported have been built upon. Staff and governors work extremely well together and this benefits provision for pupils. The professional development of all staff is given high profile. Teachers who are new to the profession flourish because of the help they receive to meet the leadership's high expectations. The checks on teaching and learning are most effective. As a result, teaching is consistently good or better in each year group and the pace of learning is brisk. Teaching is based on a carefully thought out curriculum which captures all pupils' interest. Very effective strategies for managing behaviour result in exemplary behaviour and superb attitudes to learning. Teaching assistants contribute extremely well to the fast pace of pupils' learning. They are skilled, very well briefed and fully involved in teaching. Relationships between staff and pupils are harmonious. Much has been done to improve the internal premises; for example, an excellent computer suite has been developed in a roof void. Members of staff make best use of the difficult internal accommodation as well as using the school grounds exceptionally well to enhance pupils' learning.

Systems to support pupils' academic and pastoral well-being are thorough. Child protection, health and safety and risk assessment procedures are fully in place. These promote a safe learning environment. Checks on pupils' progress are effective. Pupils' work is marked in a consistent way throughout the school. Marking celebrates success and suggests how pupils can improve. Pupils respond well to the clear and challenging targets they are set.

As a result of the school's rigorous checks on its performance, the school has a clear understanding of its strengths and areas for development. However, in some aspects its view of itself is rather modest. This is because it is not complacent and continually seeking to improve.

The strengths in the leadership and management of the school at all levels and the consistency of its high performance provide it with superb capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children have a very wide range of attainment on entry to Reception with skills broadly typical of children of this age. Relationships between parents and pre-school providers are good. The school has identified and taken action to increase the information it obtains about children's prior attainments through improved liaison with pre-school providers. Children have a great start to schooling at Scholes because the teaching is good and the rigorous way in which children's progress is checked. Children make good progress in all their areas of learning, particularly in personal, social and emotional development. Standards by the end of Reception year are higher than those normally expected. The shared area between Reception and Year 1, internal and external accommodation are used well to promote learning. However, inadequacies, such as direct access to outdoors and in heating systems, on occasions limit the full use of facilities.

What the school should do to improve further

- Improve conditions in the Foundation Stage, including access from the Reception classroom to the outdoor area.

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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	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
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	2
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 Scholes Junior and Infant School, Holmfirth, HD9 1SZ

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 deputy headteacher, other staff and the governors. I was very impressed by your superb behaviour and how interested you were in your lessons. You told me you were proud of your school, feel safe and enjoyed learning. 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 above average. This is because you are taught well and you make really quick progress in your learning.

- The staff make best use of a difficult building as well as very good use of the school grounds. However, I have asked the governors to improve conditions in the Foundation Stage, including access from the Reception classroom to the outdoor area.

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.