

Scholes Cleckheaton First and Nursery School

Inspection report

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| Unique Reference Number | 107674 |
| Local Authority | Kirklees |
| Inspection number | 309470 |
| Inspection dates | 12–13 March 2008 |
| Reporting inspector | Gill Hepworth |

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 | 3–9 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 145 |
| Appropriate authority | The governing body |
| Chair | Mrs Linda Womersley |
| Headteacher | Mrs Jayne Everett |
| Date of previous school inspection | 8 March 2005 |
| School address | Old Popplewell Lane Scholes Cleckheaton West Yorkshire BD19 6DN |
| Telephone number | 01274 335500 |
| Fax number | 01274 335503 |

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|--------------------------|------------------|
| Age group | 3–9 |
| Inspection dates | 12–13 March 2008 |
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Scholes First and Nursery School is smaller than average, educating pupils between the ages of 3 and 9 and serves the village community of Scholes. The number of pupils eligible for free school meals is above average. The majority are of White British heritage and comes from families representing a range of socio-economic backgrounds. An above average proportion of pupils has learning difficulties and/or difficulties. The school works closely with a group of local schools. The school holds the Active and Sportsmark Award and the FA Charter Standard.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with a number of outstanding features. The school's success owes much to the headteacher's excellent leadership. Leaders' high expectations ensure that pupils have good educational opportunities. A number of staff are new to the school and relatively inexperienced, but the good staff training ensures that teaching and learning are consistently good. As a result, pupils make good progress overall and reach broadly average standards. However, in the most recent end of Year 2 teacher assessments, pupils' progress in reading was not as strong as in writing and mathematics. Children get off to an excellent start in the Foundation Stage because the teaching and provision are outstanding and provide a particularly secure base for pupils' learning in Years 1 and 2. There is a long-standing record of good achievement at the end of Year 2. The headteacher and deputy headteacher have established strong teamwork between teachers, teaching assistants and governors, who all show a high level of commitment to excellence. For example, action was quickly taken to raise standards in writing after the dip at the end of Year 2 in 2006. As a result, pupils make better progress in writing. Questionnaires indicate that parents are very pleased about their children's progress and many took the trouble to personally express these views during the inspection.

Throughout the school, teachers place a great emphasis on promoting pupils' personal development and creating a learning environment in which pupils feel secure and good about themselves. As a result, they are all keen to learn. The assessment of pupils' achievement is excellent, both in terms of their personal and academic progress. Pupils' progress is carefully checked and lessons are pitched at levels that take account of their previous learning. Pupils receive high quality support from both teachers and teaching assistants. Therefore, all pupils achieve well including those with learning difficulties and/or disabilities.

The school has outstanding levels of care for all pupils. As a result of the positive atmosphere and high quality support, pupils thrive personally and their well-being is outstanding. The good curriculum is varied and a high priority is given to develop pupils' basic skills. They have good opportunities to apply these skills across other areas of the curriculum. This develops pupils' confidence and a greater understanding of what they have learned. Strengths in sport, music and art make a strong contribution to pupils' personal, physical and cultural development. For example, in a school concert, pupils were confident to perform individually and in groups. Pupils have excellent attitudes towards staying healthy. The 'Wake up and Shake up' provides an exhilarating start to the day for all staff and children. Pupils enjoy taking responsibility and older pupils are mature and sensible enough to care for younger ones at break-times. Together with appropriate literacy and numeracy skills, pupils are prepared well for the next stage of their education. The headteacher has a clear vision that is focused on raising standards. The school evaluates its own performance very carefully and well-planned actions to improve provision quickly impact on pupils' achievement. This contributes significantly to the school's outstanding capacity to make further improvements, whilst maintaining what it already does well.

Effectiveness of the Foundation Stage

Grade: 1

Children enter the Nursery with skills that are below those expected for their age. A high proportion has particularly poor language and personal development skills. The Foundation Stage provides an environment rich in language, with learning activities that are very well

targeted to children's needs. They are keen to do well and are proud of their achievements. Success is celebrated and relationships are excellent. As a result of very effective teaching and excellent levels of care, children make outstanding progress in their speech and language skills and in their personal and social development. The curriculum is greatly enhanced by an outdoor learning environment that has been developed into a classroom supporting all areas of learning. The Foundation Stage leader has high expectations and all staff make a vital and valued contribution to the excellent quality of children's learning.

What the school should do to improve further

- Improve Key Stage 1 pupils' rate of progress in reading.

Achievement and standards

Grade: 2

From a below average starting point, pupils make good progress in Key Stage 1 and for many years have maintained standards that are broadly average in reading, writing and mathematics. School data show that pupils in Years 3 and 4 continue making good progress towards their challenging targets. In 2007, standards in reading dipped to just below average. Extra support is now in place to improve the rate of progress in reading. There has not been enough time for this to impact on standards. Pupils with learning difficulties and/or disabilities are well supported and make similar progress to the others in their year groups.

Personal development and well-being

Grade: 1

This is a real strength of the school. Pupils' excellent behaviour and attitudes mean that there is a very comfortable and calm atmosphere. Pupils say they feel safe and very much enjoy their time in school. Pupils' spiritual, moral, social and cultural development is outstanding and they show very high levels of social awareness. They are proud of their achievements and keen to share their successes with others in school assemblies. They have an excellent awareness of how to stay fit, eat healthy food and they take part in the many opportunities for physical activities. Attendance is satisfactory because some families choose to take their holidays in term time. Parents are aware that school policy does not support this. Pupils have a strong voice in the school and express their views confidently. They take on many roles of responsibility which prepare them well for middle school and beyond.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good. As a result, pupils achieve well. Above all, most lessons are interesting and relationships are excellent, giving pupils the confidence to learn. Teachers are good at explaining exactly what it is they want pupils to achieve and effectively review what has been learned at the end of lessons. They go to great lengths to ensure that pupils learn actively. Pupils' behaviour is managed well and teachers are positive in their comments. Teachers' questions effectively challenge pupils and help them to build on their previous learning. Most lessons have a clear focus and challenging pace. In a small minority of lessons, teaching is not so well focused and the pace of learning slackens. Skilled teaching assistants make an excellent contribution to pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum is well matched to pupils' differing needs and capabilities. There is a strong emphasis on linking subjects into stimulating units of work. Teachers plan these carefully to adjust what is taught to pupils' particular needs. They also provide many opportunities for pupils to plan and work together and apply the many skills they are taught. Throughout the school, pupils' independent learning and basic literacy, numeracy, and information and communication technology (ICT) skills are given good emphasis. Pupils have many opportunities to share ideas and work cooperatively. This supports their outstanding personal development as well as their learning skills. The wide range of opportunities for pupils to speak and listen in all subjects helps to develop their literacy skills well. Currently, the literacy curriculum does not fully support pupils to make the same good progress in reading as in writing. The curriculum is enriched by a good range of visits and visitors. There is a variety of popular clubs, with many that support healthy lifestyles very well. Good links with the community, parents and other schools strengthen pupils' opportunities for learning.

Care, guidance and support

Grade: 1

Pupils' outstanding care, support and guidance are built on the excellent relationships evident throughout the school. Parents find staff highly approachable and helpful. Any child experiencing any difficulties is very well supported. Child protection requirements and health and safety procedures are well established. Pupils rightly feel safe and very well cared for. Support for pupils with learning difficulties and/or disabilities is very good. All pupils' achievement is carefully tracked and checked so that any underachievement is swiftly identified and strategies put in place to sort out problems quickly and effectively, as in the support for reading. The support pupils receive from highly skilled teaching assistants makes a significant contribution to this.

Leadership and management

Grade: 2

The headteacher provides excellent leadership; ably assisted by the deputy headteacher. She has a clear sense of direction that is focused fully on improving quality in all areas of pupils' development. She has shared this very effectively, creating an enthusiastic hard working staff team keen to contribute to improvements. Through strong induction procedures, teachers who have recently joined the school already fit well into the team. A strong emphasis on accountability and supportive teamwork helps staff to meet the high expectations. This is reflected in the good progress pupils make and in their excellent personal development. All teachers are actively involved in the process of self-evaluation which is underpinned by rigorous checks on the school's performance. This means that the school is fully aware of where improvement is needed and is quick to act. Good account is taken of the views of governors, parents and pupils. The governors are very supportive and hold the school to account for its performance. The school provides good value for money.

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Annex A

Inspection judgements

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| 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

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|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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? | 2 |
| The effectiveness of the Foundation Stage | 1 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| 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 | 3 |
| 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 | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| 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 | 2 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making me so welcome when I visited your school. I was very impressed with your friendliness and excellent behaviour. You work hard and make good progress in your lessons. Your work as lunchtime helpers and play leaders shows how very helpful and sensible you are. You have an excellent understanding of how to be healthy and really enjoy the 'Wake up and Shake up' each morning. All the adults work hard to make sure that the school is safe and that you are very well cared for. Children who are in Nursery and Reception classes make very good progress because teachers make learning exciting. Lessons are well planned and your teachers give you interesting and exciting things to learn. Teachers try very hard to make sure that you are all involved, including those of you who may need a little extra help. Your visits out of school show that you do far more than your daily reading, writing and mathematics. In this way, the school helps you develop

well as young people.

You go to a good school and your headteacher runs it very well. She works very hard to make your school even better. Along with the staff, she watches your progress very carefully and knows each one of you very well. She is helped well by the deputy headteacher and all other staff and governors.

I have asked your headteacher and teachers to work on one thing, in particular, to make your school even better. You are learning well, but there is still more to do to speed up your progress in reading. The school is going to help you improve how well you all read by the end of Year 2.

You can all help by continuing to work hard and do your best.