

# Scissett Church of England Voluntary Aided First School

Wakefield Road, Scissett, Huddersfield, West Yorkshire, HD8 9HR

**Inspection dates** 1–2 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school provides a very welcoming environment. The very positive ethos is reflected in the excellent care and respect that adults show all pupils.
- The promotion of pupils' spiritual, moral, social and cultural development is highly successful and, because of this, relationships are very strong.
- Pupils' achievements are impressive. Children start school with abilities broadly expected for their age. They make rapid progress as they move through the school and, by the end of Year 5, their attainment in reading, writing and mathematics is significantly above the expectations for their age.
- Much teaching is outstanding and it is never less than consistently good. This has resulted in the very high standards being sustained since the last inspection.
- Behaviour in lessons and around the school is exemplary. Pupils enjoy being at school and this is reflected in their high attendance and their very positive attitudes towards learning. Pupils say that they feel extremely safe in school.
- The headteacher is an exceptional leader and has a strong impact on improving the quality of teaching and raising all pupils' standards. She is highly committed to ensuring that pupils have the best possible education, and is highly ambitious for the school's future.
- The headteacher is ably supported by the very effective senior leadership team and the extremely committed governing body. Leaders acknowledge that the quality of outdoor learning in the Early Years Foundation Stage could be improved even further.
- Governors provide rigorous challenge and very effective support for the headteacher. They are determined to maintain the school's excellent performance, particularly in the quality of teaching and pupils' achievement.
- The school has the overwhelming support of parents. They value the work of the school and would recommend it to other parents without reservation. A typical comment from a parent was, 'This school is truly a nurturing and special place.'

## Information about this inspection

- The inspectors observed 10 parts of lessons, including one joint observation with the headteacher. In addition, inspectors listened to pupils read and reviewed pupils' written work in their books.
- Meetings were held with the headteacher, senior leaders, pupils, members of the governing body and the local authority representative.
- Inspectors examined Ofsted questionnaires completed by school staff and 47 responses to the online Parent View questionnaire. Letters from parents were also taken into account.
- Inspectors looked at a number of documents including the school's view of its own performance, development plan, the minutes of governing body meetings, records of lesson observations, and safeguarding information.

## Inspection team

Barbara Martin, Lead inspector	Additional Inspector
Melvyn Hemmings	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school.
- The majority of pupils are of White British heritage.
- A below average proportion of pupils are from minority ethnic groups.
- The proportion of disabled pupils or those special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium funding is lower than average. This funding is for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.
- The headteacher is a National Leader of Education, an accredited School Improvement Partner and Professional Partner. The deputy headteacher is a Specialist Leader of Education.
- The school is designated as a National Support School by the National College for Teaching and Leadership. It also has close partnerships with the Diocese of Wakefield and is part of the Kirklees church school partnership and the Shelley pyramid of schools.
- In this school, the government's current floor standard does not apply because pupils leave at the end of Year 5.

### What does the school need to do to improve further?

- Further develop the outdoor learning area in the Early Years Foundation Stage.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Achievement is outstanding. During their time at the school, pupils make outstanding progress from their starting points on entry to the Early Years Foundation Stage.
- Children enter the Early Years Foundation Stage with knowledge and skills in line with those typically expected for their age. Excellent progress is made in the Reception class and, as a result, children enter Year 1 with skills above those expected for their age.
- Excellent progress continues across Years 1 and 2. All pupils reached the expected standard in the 2013 Year 1 check on their knowledge of letters and sounds (phonics). This was a much higher proportion than is seen nationally. This success was linked to the rigorous daily teaching of phonics and the high priority that is given to reading across the curriculum. These activities help pupils to become independent and enthusiastic readers at school and at home.
- Standards in the end of Year 2 assessments are significantly above average. Pupils are approximately two terms ahead in reading, writing and mathematics than the national average. A much higher proportion of pupils reached the higher Level 3 in reading, mathematics and writing, compared to other pupils nationally.
- Progress in reading, writing and mathematics continues to be rapid in Key Stage 2. Currently, attainment for Year 5 is on track to be higher than it was in 2013. Many pupils are working at levels a year ahead of expectations. As a result, a very large majority of pupils are on track to exceed the end of Year 6 expected standard by the time they leave Year 5. This high performance across the school has been sustained since the last inspection in 2009.
- Pupils with a statement of special educational needs, and those supported at school action and school action plus, also make exceptionally strong progress over time. They are attaining higher standards than similar pupils in the country and similar to their in-school peers in English and mathematics.
- The achievement of pupils known to be eligible for free school meals is excellent. At the end of Year 5, these pupils are attaining broadly in line with their peers in school.
- The very few ethnic minority pupils and those pupils for whom English is an additional language, are attaining in line or above national expectations and in line with their peers in the school.
- The fact that no single group of pupils in the school is underachieving clearly demonstrates the school's commitment to, and success in, tackling discrimination and promoting equality of opportunity. Any pupil at risk of underachieving is quickly identified and receives effective targeted support from teachers and teaching assistants. Senior leaders work successfully to ensure that any variation in achievement is addressed. The most able pupils in all key stages are successfully challenged to make their best possible progress and attain high standards.

### The quality of teaching

### is outstanding

- Over time, much of the teaching has been outstanding and never less than good. This overall excellent quality of teaching has resulted in pupils' outstanding achievement.
- Teachers have excellent subject knowledge and high expectations for pupils' progress. They capture pupils' interest through exciting topics which make pupils eager to learn. A parent commented that such learning experiences give pupils, 'a great love of learning'. Pupils say that, 'teachers are very encouraging' and that they 'make lessons enjoyable'. Pupils also said 'we are getting a good education'. During the inspection, observations of teaching in lessons, the analysis of school and national data, and the sampling of pupils' work reflected this very positive picture.
- In the Reception class, children enjoy learning through purposeful play. Teachers focus on developing number, communication and social skills. Children make outstanding progress because of the excellent teaching that they receive. During the inspection, children enthusiastically used magnifying glasses to see if their caterpillars were growing and went

hunting for other living things outside the classroom. However, the quality of learning in the outdoor area could be even stronger if opportunities and provision were developed further.

- Inspection evidence shows that mathematics has improved further since 2013. This is because teachers have focused on presenting work which encourages investigation, calculation and problem-solving skills. This was seen in a lesson where pupils had to investigate how many handshakes various people could make if they could only shake hands once with each other. Pupils were fully engrossed in investigating this problem and recording their predictions.
- Literacy is taught extremely well and links are made to other subjects where possible. This was seen in religious education where pupils were using their literacy skills to give an eye-witness recount of a miracle.
- There has been a strong focus on reading. Pupils read to an adult in school at least once a week and have daily sessions where they read and discuss different books. Pupils very much enjoy reading and by the time they leave at the end of Year 5 they are fluent, confident readers.
- A very strong feature of teaching is the effective support given to those pupils who find learning difficult. The deputy headteacher effectively supports adults working with this group of pupils by sharing her specialist knowledge of how to help pupils with learning difficulties.
- Marking of pupils' work is thorough. Teachers make constructive comments to help pupils improve their work further, as well as indicating where mistakes have been made. Pupils are given time to correct their work and this helps them to learn from their mistakes. The work in pupils' books shows outstanding progress over time.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Pupils are proud of their school. They are polite, caring and show respect for others. This exemplary behaviour has a very positive impact on learning. Pupils are eager to learn, work extremely hard, and take great care with the presentation of their work.
- Pupils told the inspectors that this was a friendly place and they would not want to attend a different school. Their good attendance and punctuality show how much they enjoy school.
- Behaviour in lessons and around the school is exemplary. During the inspection, pupils were observed leaving the hall quietly and responsibly. In the dining room, pupils behaved calmly and sensibly removed their own plates and cutlery before leaving the hall.
- At playtimes, pupils are friendly towards each other. Play leaders help pupils who are lonely, by either playing with them, or by finding them a friend.
- In lessons, pupils are attentive and follow instructions quickly. They work well in small groups and value working with partners. For example, when pupils have a 'talking partner' they discuss and share ideas sensibly.
- Pupils say that typically behaviour is 'perfect' and comments from visitors to the school support this view. Pupils are also complimented on their perfect behaviour during visits out of school.
- The school's work to keep the pupils safe and secure is outstanding. Pupils say that they feel completely safe at school and that if they did have a problem they felt confident to ask adults for help.
- They have good understanding of the types of bullying and how to keep safe on the internet. Pupils say that there is no bullying, of any sort, in the school.
- A small minority of pupils show challenging behaviour at times but this is managed very effectively by staff.
- As a consequence of moral and social development built into topic work, pupils know the difference between right and wrong and recognise the importance of respect for others.
- A large majority of parents rightly believe their children are well behaved, feel safe and are looked after well.

**The leadership and management are outstanding**

- The outstanding leadership of the headteacher, ably supported by very effective senior leaders and governors, has resulted in a cohesive team who are all highly ambitious for the school's future. Leaders' accurate view of the school's performance shows that they know the school well and they are capable of sustaining pupils' outstanding achievement.
- The headteacher has put rigorous procedures in place to check the quality of teaching and pupils' progress. She has exceptionally high expectations of the quality of learning and of the pace of pupils' progress.
- Senior leaders constantly check teachers' planning, lessons and pupils' work in order to raise standards even further. There are no middle leaders in this school.
- The curriculum provides a wide range of opportunities for pupils to develop their literacy and numeracy skills. It is richly enhanced by many extra-curricular activities, visits out of school, and after-school clubs, such as judo, fencing, gardening and drama. These provide an extra stimulus for learning and strongly support pupils' spiritual, moral, social and cultural development. Visits out of school have included visiting a Mosque and working alongside a Hungarian choir. These experiences help pupils to develop positive attitudes to different ethnic and cultural groups.
- The school has employed a sports specialist using the primary school sport funding. He is successfully working alongside teachers in physical education (PE) lessons. The long-term aim is to provide higher quality PE teaching, improved learning for pupils, and benefits for their health and well-being.
- Excellent relationships are formed with parents. They say that staff are approachable and supportive. Typical comments from parents were 'they are a wonderful team' and the 'school always makes time for us'.
- The local authority provides light touch support and visits the school several times a year to meet with school leaders. The authority acknowledges that the headteacher is an inspirational leader with a relentless focus for high standards. Parents value her dedication to the school. As one parent put it 'she is absolutely brilliant'.
- The headteacher supports local schools in challenging circumstances and is involved in other partnerships that enrich the work of the school by sharing expertise on various aspects of the school's performance.
- **The governance of the school:**
  - The governors visit the school regularly and have linked responsibility to areas of the school's work. This gives them a good understanding of the school's performance and helps them have the required knowledge to hold the headteacher to account. They are well informed by the headteacher and by analysing national performance data.
  - Governors ensure that teachers' effectiveness is clearly linked to pay and career progression.
  - They have secure information on the impact of pupil premium funding and the achievement of the pupils eligible for support through this funding.
  - Governors track the impact of the primary school sport funding and know that increasing numbers of pupils are taking part in a variety of sporting activities which has led to pupils having a better understanding of healthy lifestyles.
  - All statutory duties are met securely, including safeguarding requirements.

## 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

<b>Unique reference number</b>	107743
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	443797

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Kirkham
<b>Headteacher</b>	Elaine Watson
<b>Date of previous school inspection</b>	21 January 2009
<b>Telephone number</b>	01484 222927
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