

Inspection of Scholes (Elmet) Primary School

Station Road, Scholes, Leeds, West Yorkshire LS15 4BJ

Inspection dates: 21 and 22 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils and adults value being part of this happy and kind community. Warm relationships between staff and pupils reflect the school's ethos, 'a happy and healthy place to learn'. Pupils are courteous to each other and to those visiting their school. They have a strong sense of acceptance of others. Parents and carers value the work the school does. One said: 'The school has helped to develop our child to be a strong and confident young person. As parents, we are extremely grateful.'

There is a shared aim that pupils at Scholes (Elmet) will be well prepared for their next steps in education. High expectations are in place for all pupils. The school has made significant adaptations to the teaching of English and mathematics. These have been effective in securing pupils' knowledge. Pupils receive many opportunities to practise and revisit key learning. As a result, pupils achieve well.

Pupils are given the opportunity to take part in a wide range of sports. After-school clubs, including LEGO club, karate and choir, are well attended. Pupils are eager and proud to take on positions of responsibility. They support younger pupils effectively and sensitively in their roles as librarians and mental health ambassadors. They model the school's expectations well.

What does the school do well and what does it need to do better?

Pupils benefit from an ambitious curriculum, which has been designed to meet the specific needs of the Scholes (Elmet) community. The school provides all pupils, including those with special educational needs and/or disabilities (SEND), with learning that is engaging and exciting. Leaders have given careful thought to the important knowledge that pupils will learn and the order in which this content is taught. Teachers have secure subject knowledge. Pupils learn well across the curriculum.

The curriculum in subjects such as physical education and geography is similarly ambitious. There is a consistency in how lessons are delivered. Leaders review their subject areas and recognise any further improvements that need to be made.

Phonics is taught effectively from early years. The love of reading is evident across the school. Pupils know why reading is important. There are frequent opportunities for reading and story time from the early years to the end of key stage 2. Pupils who struggle to read are identified early because checks on pupils' knowledge of phonics are frequent and accurate. Additional support is provided when needed.

There is a very clear approach to the sequence of teaching reading at key stage 2. This structure is deliberately planned and incorporates the wider reading skills that pupils need. Older pupils knowledgeably discuss the books they have read. Books used for class novels, assemblies and story times are carefully planned and deliberately chosen by leaders. This ensures that pupils experience age-appropriate, yet challenging, content from a range of books and authors.

The school's early years curriculum is exceptional. It carefully considers what the youngest children need to know and when. Consequently, children achieve very well. Adults who work in the early years are highly skilled and know exactly how to get the best out of all children. Interactions between adults and children are meaningful. Learning activities are meticulously planned to ensure children develop the necessary skills, vocabulary and knowledge. Children learn and play together well.

Pupils' behaviour and attitudes towards their learning are good. They show high levels of respect to adults and to one another. Pupils are keen to contribute what they have learned and enjoy having their thinking challenged. If bullying happens, which is rare, they have trusted adults they can go and talk to. Pupils' attendance and punctuality are good. They are determined and resilient learners who value and enjoy their time in school.

Pupils learn to be respectful and tolerant, about good relationships and what is right or wrong through their 'Living and Learning' curriculum. Pupils say that they learn about 'how to make the world a better place'. Despite knowing about people with different needs, pupils do not have a secure understanding of different world faiths or religions. Consequently, they are not as well prepared for life in modern Britain as they could be.

Leaders are skilled and well informed about their school. The professional development available for all staff is of high quality, and they appreciate the collaborative support shared among the schools in the federation. Governors support and challenge leaders in equal measure. They fulfil their statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not have a good enough understanding of different faiths and cultures. Although they know to respect difference and are tolerant of others with various needs, pupils are not as aware as they should be of the similarities and differences associated with world religions and the beliefs others may have. The school should ensure that pupils have the knowledge and understanding of different cultures, faiths and religions in order to better prepare them for life in modern Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107813
Local authority	Leeds
Inspection number	10342742
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair of governing body	Rachel Cooper
Headteacher	David Roundtree (Head of federation)
Website	www.scholeselmet.leeds.sch.uk
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a member of Sphere Federation, a federation of three schools with a single governing body. Some leaders from the federation schools lead subjects at this school.
- The headteacher of this school works in an executive capacity across the three primary schools in the federation. As part of this, the governing body elects to have a leadership structure that includes a head of school. The school does not use any alternative provision.
- The school runs breakfast and after-school clubs.
- The proportion of pupils entitled to receive the government's additional pupil premium funding is below average.
- The proportion of pupils with SEND is well below average.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders, including some who usually work in other schools in the federation. The lead inspector also spoke with members of the governing body and a representative from the local authority.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics, geography and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with some pupils and teachers and looked at samples of pupils' work.
- The inspectors also met with curriculum leaders for religious education and the 'Living and Learning' curriculum.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in a range of situations, including at breaktimes, at lunchtimes and in lessons. The inspectors also spoke to pupils about behaviour and bullying. The inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- The inspectors considered the responses from parents to Ofsted Parent View, including the comments submitted via the free-text facility. The inspectors also considered responses to Ofsted's online pupil and staff surveys.

Inspection team

Nicola Shipman, lead inspector	Ofsted Inspector
Donna Waddington	Ofsted Inspector
Judy Shaw	Ofsted Inspector

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