

Inspection of Emley First School

School Lane, Emley, Huddersfield, West Yorkshire HD8 9RT

Inspection dates: 10 and 11 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school has been exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

What is it like to attend this school?

Emley First School's mission, 'learning and growing together with kindness, confidence, and high aspirations', sums up the school's determination to provide an exceptional education for every pupil. Pupils rise to the school's consistently high expectations. They are very well prepared, academically and socially for the next stage of learning.

Pupils' attitudes to learning and to each other are exemplary. They are keen to learn and always try their best. Pupils are rightly proud of the work they produce. Pupils show remarkable empathy for others. They are always ready to lend each other a hand in learning and play. Older pupils take on leadership roles. For example, some pupils are 'sports leaders' or part of the school's 'care crew'. These pupils make sure everyone is active, and included, at breaktimes. Bullying is not tolerated here. Pupils say this is a 'telling school'. They know that adults will help them to resolve any disagreements.

The school provides an impressive range of experiences that enrich pupils' learning. They enjoy trips to the seaside and theatre visits. Pupils are ambitious about their futures. They learn about different careers from a range of professionals who visit the school. Every pupil learns to play several musical instruments. Music and performance are highly valued aspects of school life. Pupils flourish at this school.

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

The curriculum is broad and ambitious for all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Staff deliver subject curriculums consistently and skilfully. They check pupils' knowledge and provide timely intervention. Children leave Reception with a firm foundation for future learning. Pupils of all ages have an impressive depth and breadth of knowledge across the curriculum. They use subject-specific vocabulary accurately in their explanations. The work pupils produce is exceptional in content and presentation.

The school places a strong emphasis on developing a love of reading. Children are immersed in stories from the start of Reception. They enjoy acting out the familiar, traditional stories they hear. Teachers read to pupils every day. Pupils look forward to meeting up with their 'reading buddy' each week to read together. Staff deliver the phonics scheme with great skill and consistency. They provide expert support to make sure that everyone keeps up. Pupils rapidly become competent readers.

Pupils with SEND study the same curriculum as their peers. The school supports all pupils to learn as independently as possible. Pupils with SEND use discreet visual cues to alert staff when they need help or time out. Staff provide pupils with highly personalised strategies and resources. Pupils with SEND learn subject curriculums well and achieve highly.

The school has carefully planned routines. Staff implement these very effectively. Pupils become purposeful and resilient learners. In lessons, and at breaktimes, older pupils set an excellent example for the younger ones to follow. Children in Reception develop the social skills that help them to be successful throughout school. Pupils value and respect diversity of all kinds. They understand that sometimes, in the wider world, people may be homophobic or racist. Pupils are very clear this is wrong and does not happen at their school.

The school's support for pupils' wider development is exemplary. Opportunities for pupils to learn about themselves and their world are woven through the curriculum. Pupils learn how to take good care of themselves physically and mentally. Pupils benefit from a wide range of visits and visitors to school. Pupils gain first-hand experiences that bring the curriculum to life. For example, pupils in Years 4 and 5 go on a residential visit to an outdoor activity centre. Outdoor learning is a greatly valued part of school life. Pupils look forward to their weekly visit to the outdoor learning area. They explain that this helps them learn science, geography, mathematics and English. Pupils understand the value of being active citizens. They know that their leadership roles help to shape life in school. The school is a valued part of the local community. Pupils take part in many local events, including acts of Remembrance and local fundraising activities.

Staff are proud to work at the school. They feel valued and supported. Staff appreciate the high-quality professional development they receive. Leaders are considerate of staff's well-being and workload. Many parents and carers support the work of the school through giving their time and expertise. Governors know the school exceptionally well. They provide highly effective support and challenge for school leaders.

Safeguarding

The arrangements for safeguarding are effective.

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	107651
Local authority	Kirklees
Inspection number	10322942
Type of school	First
School category	Community
Age range of pupils	4 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair of governing body	Emma Mills
Headteacher	Helen Cameron
Website	www.emleyschool.co.uk
Dates of previous inspection	15 and 16 May 2013, under Section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- Since the last inspection, the school has appointed a new headteacher.

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.
- 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 had several meetings with the headteacher and other senior leaders during the inspection and met with members of the governing body.
- The inspectors carried out deep dives in: early reading, mathematics, computing and music. They discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes.
- Pupils talked to the inspectors, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school. The inspectors also considered the responses that were received through Ofsted's pupil questionnaire.
- Records for behaviour and attendance were considered.
- The inspectors spoke with a number of parents in the playground, reviewed the responses that were received through Ofsted's survey, Ofsted Parent View, including free-text responses. The inspectors also considered the responses received through Ofsted's staff questionnaire.
- The inspectors met with the special educational needs coordinator to consider the curriculum for pupils with SEND.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Deborah Sanderson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024