

# Shepley First School

## Inspection report

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<b>Unique Reference Number</b>	107663
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	377621
<b>Inspection dates</b>	23–24 February 2012
<b>Lead inspector</b>	Christine Millett

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Longden
<b>Headteacher</b>	Tricia Jackson
<b>Date of previous school inspection</b>	28 March 2007
<b>School address</b>	Firth Street Shepley Huddersfield HD8 8DD
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## Introduction

### Inspection team

Christine Millett  
Naila Zaffar

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 15 lessons or parts of lessons and seven members of staff. They held meetings with groups of pupils, a member of the governing body and with staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress and records on safeguarding, health and safety and attendance. The inspectors looked at the on-line questionnaire (Parent View), but no responses were recorded to aid inspection planning. Inspectors considered the 76 questionnaires completed by parents and carers as well as others from pupils and staff.

## Information about the school

Shepley is a smaller than average-size primary school. Pupils leave to go to the middle school at the end of Year 5. Most pupils are of White British heritage. A very small number are from minority ethnic groups. English is the first language of all pupils. The proportion of pupils known to be eligible for free school meals is well below the national average, as is the percentage of disabled pupils and those who have special educational needs.

There have been a number of changes in staffing since the previous inspection. The school has achieved a number of awards, including Healthy Schools status, the Activemark, the Artsmark and Eco-school status (silver). A private provider operates a daily out-of-school care, including breakfast-club and after-school club for pupils on the school site. These provisions are inspected and reported upon separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Shepley is a good school. The vast majority of parents and carers hold very positive views of the education it provides for their children, describing it as happy, welcoming and supportive. Pupils achieve well in a safe, nurturing environment where they feel safe and have confidence in adults to take care of them. Attendance is consistently high. Pupils' achievement and the overall quality of teaching were not judged to be outstanding because progress slows in some parts of the school as a result of inconsistencies in teaching. Consequently, overall effectiveness is no better than good.
- Pupils' achievement is good, including that of disabled pupils and those with special educational needs. Children are provided with a good start in the Early Years Foundation Stage and this is built upon effectively in Key Stage 1. All make good progress from their starting points. There have been some inconsistencies in Key Stage 2 due to staff absence. However, pupils' attainment is above average by the end of Year 5 in English and mathematics.
- Teaching is good overall. Good relationships between staff and pupils promote a purposeful climate for learning. Occasionally, class teachers do not make full use of tracking data when planning lessons and, as a result, expectations of what pupils can achieve are too low and there is insufficient challenge in lessons, particularly for the more able. The majority of marking is good in both mathematics and English. Pupils are given opportunities to respond to the effective guidance they receive on how to improve.
- Pupils display positive attitudes to their learning. They are polite and respectful and their behaviour is typically good. The overwhelming majority of parents and carers who responded to the inspection questionnaire believe their children feel safe at school. A view that was endorsed by the pupils.
- The headteacher provides strong leadership and is supported well by the governing body. Leaders have successfully worked to meet the challenge of complex staffing issues and to minimise disruption to pupils' learning. The overall performance of the school is monitored effectively. The school's self-evaluation is accurate. As a result,

priorities in the school development plan focus on the most important areas for improvement.

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

- Ensure consistency in the quality of teaching and learning by:
  - raising further teachers' expectations of what pupils, especially the more able, can achieve in lessons
  - ensuring that teachers make use of tracking data to enable them to provide appropriate levels of challenge
  - enabling teachers to observe and learn from outstanding practice.

## Main Report

### Achievement of pupils

Parents and carers are accurate in their view that their children achieve well. Children enter the Reception class with skills levels and knowledge that are broadly in line with those expected for their age. They make a good start in developing reading, writing, communication and mathematical skills because the teacher plans purposeful activities in which to apply them. Classroom organisation includes many opportunities for speaking and listening, such as the construction area where children discussed with great enthusiasm the design of their building and the materials they would need.

The good progress made by children in the Reception Year continues through Key Stage 1, with the result that attainment at the end of Year 2 is above average in reading and in writing and mathematics. This has been the case for several years. Current school data and work in pupils' books show that this trend is continuing. Pupils read confidently, fluently and expressively. They are able to break down unfamiliar words before sounding them out. By the end of Year 5, pupils' attainment in reading continues to be above expectation. Although pupils' achievement is less strong in Years 3 and 4, their progress through Key Stage 2 is good overall and they leave Year 5 with attainment in English and mathematics that is above the national expectation for their age. Pupils with disabilities and those with special educational needs make the same good progress overall as other pupils as a result of effective support and well-targeted individual teaching programmes.

In lessons, pupils show a positive attitude to learning and sustain concentration. Pupils work well together and are clearly involved and engaged in their learning. This was seen in a mathematics lesson on right angles. After working independently on the identification of right angles, pupils used 'talk partners' effectively to discuss and assess each other's findings. Their confident explanations using appropriate mathematical vocabulary demonstrated clearly the good progress made during the lesson.

### Quality of teaching

The quality of teaching is good overall and all pupils achieve well over time as a result. Classrooms are bright and inviting, with displays that encourage pupils to reflect upon the topics they are studying. Almost all parents and carers who responded to the questionnaires felt that their children were taught well and the inspection confirms this view. In the best

lessons, activities are lively and quickly gain pupils' attention and develop their spiritual, moral, social, and cultural understanding. This was especially evident in a Year 2 lesson, when pupils benefited from well-planned opportunities to develop their writing skills and creativity through drama and the retelling of *the Billy Goats Gruff* story from the troll's point of view.

There are many opportunities for pupils to develop and demonstrate their creative talents through class assemblies, which also have a positive impact upon pupils' spiritual, moral, social, and cultural (SMSC) development. SMSC is also reinforced through the curriculum, which has a good focus on extending pupils' knowledge of the wider world. For example, each class studies a different country every year and French is taught from Reception Year to Year 5. The curriculum also provides a good framework for teachers' planning. This is clear and, for the most part, well thought out to provide opportunities to extend pupils' learning. Where teachers have high expectations and motivate pupils well, progress is more rapid. This was observed as older pupils developed their team-building skills during the construction of an 'active' volcano. Some teachers were seen to annotate planning at the end of each session in order to reshape the next day's lessons. However, some lessons lack challenge because not all teachers are using information from classroom assessment or tracking to inform planning and raise expectations of what pupils can achieve. Teaching assistants are well deployed and, consequently, make a significant contribution to teaching and learning. They support various groups of pupils, including disabled pupils and those with special educational needs, effectively, clarifying teachers' instructions, modelling good listening, giving behaviour prompts, and acting as 'talk partners'. A good example of this was seen in a reading intervention group. The teaching assistant demonstrated good knowledge of phonics (linking sounds and letters) and her ability to raise the self-esteem of the group resulted in their good progress in reading. Pupils' work is marked regularly and marking is of good quality. Pupils self-assess through a colour-coded system, which is used consistently throughout the school. Pupils take a pride in their work, which, in the main, is written and presented very neatly.

### **Behaviour and safety of pupils**

Pupils are typically considerate towards each other and are polite and courteous to adults. Their behaviour, attitudes and knowledge of safety are good. The overwhelming majority of parents and carers responding to the questionnaire felt that their children were looked after well and kept safe. Pupils said they felt safe in school. Pupils get on particularly well with one another and this helps to ensure a pleasant working environment. They make a significant contribution to their school community and their views are sought and listened to by staff. Weekly awards focus the pupils' attention on taking responsibility for their actions and working hard. A few parents and carers expressed concern regarding behaviour, particularly during lessons. During the inspection, behaviour in lessons and during break times was never less than good. Discussions with pupils and staff and an analysis of the behaviour log show this is the norm. Pupils and staff say that the isolated incidents are not allowed to disrupt lessons and good strategies are in place to manage the very small number of pupils who, occasionally, behave inappropriately. Bullying is a rare occurrence and, according to pupils, when it happens, is dealt with effectively by staff. Most parents and carers agree and very few have concerns. Pupils are very aware of different types of bullying, including cyber bullying, and know what to do and who to speak to should they have any worries.

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## Leadership and management

Since the previous inspection, school leaders have endeavoured successfully to maintain pupils' above-average attainment and to minimise the impact of staff absence. Leaders have sought to improve the quality of teaching from good to outstanding through, for example, the implementation of a consistently applied marking policy and have supported teachers through a programme of classroom observation and professional development. Plans for further improvement are in place and include providing teachers with the opportunities to visit other schools to observe outstanding practice. The introduction of new tracking procedures enables staff to keep a close check on the progress of all pupils and to implement interventions for those pupils at risk of underachieving. These good developments, alongside accurate self-evaluation, show the school is well-prepared to sustain improvements. The governing body makes an influential contribution to school improvement, supporting and holding school leaders to account for the quality of provision.

The curriculum is good. The introduction and development of the International Primary Curriculum has been embraced by staff and is utilised well to add interest and variety to lessons as well as supporting pupils' good spiritual, moral, social, and cultural development. There is a wide range of visits and visitors that enrich pupils' learning and participation by pupils in outdoor activities supports their healthy lifestyles. The pupils are reflective and demonstrate a strong social and moral awareness, supporting many charities and showing empathy for those less fortunate than themselves. They participate in the annual Remembrance Day service held at the village war memorial. Pupils care very well for one another and the role of play leader, where older pupils look after their younger counterparts, is a clear example of this.

School leaders, including the governing body, ensure the safety of all pupils through stringent checks and staff training ensures all are kept fully up to date with best practice. The governing body ensures site safety and risk assessments for all activities are fully in place. Development planning is based well on accurate data, with strengths in provision being built on and weaknesses tackled systematically and effectively. The school ensures that discrimination in any form is not tolerated and the good progress made by all groups confirms that the school promotes pupils' equality of opportunity well. Pupils learn in a safe, secure environment without fear of discrimination.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 February 2012

Dear Pupils

### **Inspection of Shepley First School, Huddersfield, HD8 8DD**

Thank you for the very warm welcome we received when we visited your school recently. We thoroughly enjoyed our visit, particularly having the opportunity to talk to so many of you and to see you in lessons and at play. You and your parents and carers told us that Shepley is a good school and we agree.

- Teaching is good and this helps you to make good progress.
- You get off to a good start in the Early Years Foundation Stage and achieve well during your time in school.
- You attain above-average standards in reading, writing and mathematics by the time you leave school.
- You told us that you enjoy school and feel safe and secure.
- You think that behaviour is usually good, and we found that you behave well in lessons and around the school. You were extremely polite.
- You have good relationships with your teachers and you get on well with each other.

The headteacher, other adults and the governing body are working hard to make the school as good as possible for you. In order to help you do even better in your learning, we have asked them to make sure all teaching is the best it can be by:

- making sure you achieve as much as you can in lessons
- ensuring lessons are challenging
- enabling teachers to visit other schools to watch and share ideas with other teachers.

All of you can help by continuing to try your best in lessons. We wish you all the best in the future.

Yours sincerely

Christine Millett  
Lead inspector (on behalf of the inspection team)

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