

Shelf Junior and Infant School

Inspection report

Unique Reference Number	107513
Local Authority	Calderdale
Inspection number	356169
Inspection dates	30–31 March 2011
Reporting inspector	Christopher Keeler HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Mrs Sue Jones
Headteacher	Mrs Sian Fenton
Date of previous school inspection	20 May 2008
School address	Shelf Hall Lane Shelf, Halifax West Yorkshire HX3 7LT
Telephone number	01274 676782
Fax number	01274 676782
Email address	admin@shelf.calderdale.sch.uk

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M2 7LA

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Introduction

This inspection was carried out one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 15 lessons, observed 11 teachers and spent the majority of the time observing learning. They held meetings with the Chair of the Governing Body, senior leaders, the School Improvement Partner, staff and pupils. They observed the school's work, and looked at a range of documents, including the school improvement plan, analyses of pupils' work and teachers' planning. The inspection also took into account the questionnaires completed by 114 parents and carers and those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rate at which pupils progress and the standards they attain as they move through the school.
- The relationship between the quality of teaching and progress, including the use of assessment.
- The impact of the work undertaken to improve standards of reading, mathematics and writing.
- The effectiveness of leadership at all levels and the capacity to sustain improvement.

Information about the school

This is a larger-than-average-sized primary school. Almost all pupils are White British and live locally. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average, while the number with a statement of special educational needs is below. A number of staff have left the school since the previous inspection and the school has experienced three headteachers over the past three years. The current headteacher has been in post since January 2010. The school has been awarded Healthy School status.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Shelf Junior and Infant School provides a satisfactory standard of education for its pupils. It is an improving school due to good leadership that has successfully focused on improving provision. As a result, pupils are beginning to make better progress than they have done for some time.

Pupils' achievement is satisfactory. Pupils, including those with special educational needs and/or disabilities, make satisfactory progress from the time they enter the Early Years Foundation Stage to when they leave the school in Year 6. At this point, attainment in English and mathematics is in line with the national average. However, the proportion of pupils attaining the higher levels at the end of Key Stage 1 and 2 is not as high as it should be. Pupils' behaviour is satisfactory. In some classes, particularly at the end of Key Stage 2, it is good. However, this is not always the case throughout the school. In a small minority of classes, teachers do not act swiftly enough to challenge excitable and inappropriate behaviour and this can inhibit progress. The relationships between pupils and adults are good and this is why they feel secure and enjoy their learning.

Since the arrival of the current headteacher the quality of teaching and learning has improved significantly. As yet, it has not had an impact on the level of attainment by the end of Year 6; however, the signs are promising. A range of evidence gathered during the inspection indicates that many pupils are beginning to make better progress than at the time of the previous inspection. Teachers generally have high expectations, display good subject knowledge and plan lessons carefully in order to meet the needs of pupils. On occasions, where provision is satisfactory, teachers do not always identify those pupils who are experiencing difficulties quickly enough during the lesson and give appropriate support in order to accelerate learning. A good curriculum allows pupils to access a wide range of learning experiences that are enriched by a range of extra-curricular clubs, visits, visitors and residential experiences that promote personal development. Good care, guidance and support enable pupils to feel safe, secure and grow in confidence and self-esteem.

School leaders at all levels make a good contribution to the school improvement process. They are acutely aware of the school's strengths and areas requiring development and are determined to raise standards further. They are conscious, for example, of the need to provide further opportunities for pupils to engage with community groups beyond their locality in order to strengthen their understanding of a multi-racial society and they are right to do so. There is a good sense of teamwork with everyone sharing the same vision, including the headteacher, staff and the governing body who monitor the work of the school well. To their credit, staff have worked hard in recent times to improve provision. It has not been an easy journey but the school is very well placed to improve further and to

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do so quickly. As a result, the school's capacity for sustained improvement is good. The school provides satisfactory value for money.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Continue to raise standards in English and mathematics, particularly the proportion of pupils attaining the higher levels at the end of Year 2 and 6 by:
 - ensuring pupils' barriers to learning during lessons are identified and addressed in all classes
 - ensuring that pupils' progress is not inhibited in a small minority of classes as a result of a failure to challenge inappropriate behaviour.
- Provide further opportunities for pupils to engage with a range of community groups beyond the school.

Outcomes for individuals and groups of pupils

3

Children start school with skills and knowledge that are broadly typical of those expected for their age, with some entering with below expectations in some areas of learning. Pupils make satisfactory progress as they move through each key stage and by the end of Year 6 in English and mathematics attainment is in line with the national average. This represents satisfactory achievement. An analysis of school-held data, a scrutiny of pupils' work and their performance during lessons indicate that pupils are beginning to make better progress as a result of an improvement in the quality of teaching. For example, during lessons it was noted that pupils in Year 5 were able to calculate the perimeter of simple shapes, while pupils in Year 6 were developing the ability to listen attentively to others, ask pertinent questions and take account of others' views. However, this, improving progress has yet to be realised in the end of Key Stage 2 national tests.

Pupils' behaviour is satisfactory. They move around the school in an orderly fashion and conduct themselves well in assemblies. However, in some classes inappropriate and excitable behaviour is not dealt with effectively and this inhibits learning. Pupils feel safe because they know that adults will listen and take care of them. They have a good understanding of what makes for a healthy lifestyle and talk confidently about the benefits of a sensible diet and exercise. Pupils make a good contribution to the school and the wider community. Class ambassadors greet visitors and represent the school with a sense of pride. Members of the school council are learning about the democratic process through listening to the views of their peers and making decisions about proposed improvements to school life. Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy their learning. Attendance is above average and pupils say that they enjoy school. Satisfactory achievement combined with generally acceptable behaviour reflects the satisfactory extent to which pupils are acquiring skills that will enable them to contribute to their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching that was observed during the inspection was predominately good. Indeed some was outstanding. This is a major reason why pupils' progress is beginning to improve. Expectations of pupils are high, teachers display good subject knowledge and there is a good balance between teacher exposition and pupils' engagement in their learning as a result of carefully planned activities. Teaching assistants are well deployed and make a valuable contribution to pupils' progress, especially when working with those who require additional support. Teachers use interactive whiteboards well to support teaching and learning. Marking is of a good quality. Pupils are given constructive guidance as to how they may improve their work, as well as praise. Pupils say that they enjoy reading comments by the teacher and this helps them. The quality of relationships between adults and pupils is good and this enhances their sense of security. Where teaching is satisfactory, pupils experiencing difficulties during lessons are not identified and supported quickly enough and unacceptable behaviour is not challenged effectively. The use of assessment to monitor pupils' progress over time is good. Potential under-achievement is identified early and support programmes are put in place. The use of assessment during lessons by individual teachers is good overall but practice ranges from satisfactory to outstanding.

The curriculum meets statutory requirements; it is broad and balanced and takes full account of pupils' needs. There is a strong emphasis on developing numeracy and literacy

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and teachers are providing opportunities for pupils to apply these skills in other subjects. Well-planned activities are designed to promote pupils' spiritual, moral, social and cultural development. A range of extra-curricular activities, including residential experiences, provides good opportunities for pupils to extend their learning, for example, through studying aspects of conservation and contrasting cultures when staying in London and South Wales.

Pupils benefit from good care, guidance and support. Good transition arrangements are in place for when pupils enter and leave the school. The school has developed effective tracking systems to monitor pupils' progress and provide support where required. This has particularly benefited pupils with special educational needs and/or disabilities as they develop confidence and positive attitudes towards their work. Good links exist with external agencies to secure support for vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides good leadership and enjoys the support of staff, parents and carers as she takes the school forward. Following her arrival in January 2010, she quickly established the strengths and weaknesses of the school based on accurate self-evaluation. The school improvement plan is a good vehicle for the implementation of strategies designed to secure improvement. The plan is well monitored and evaluated. Initiatives to improve standards of reading, mathematics and writing are beginning to improve pupils' performance. The deputy headteacher and subject leaders have an extremely good grasp of what needs to be improved and make a significant contribution to the school improvement process. The quality of teaching is monitored carefully and good use is made of professional development to improve and refine teachers' skills. As a result, the quality of teaching and learning has improved significantly since the previous inspection. A significant development is the extent to which all staff work together and a real sense of team work has been successfully fostered. The governing body supports the school but is not afraid to hold senior leaders to account. It monitors the school improvement plan well, receives regular updates on progress and as such it is well placed to evaluate the work of the school and help secure improvements. The governing body ensures that all safeguarding duties are met and the arrangements for policies for safeguarding are in line with government requirements and systematically reviewed.

The school helps promote equal opportunities and tackles discrimination effectively by carefully tracking the progress of different groups. Parents and carers are well informed of the work that their children are doing and the progress they are making. The over-

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whelming majority of parents and carers fully appreciate the efforts made by the school to help them support their children's learning. The development of partnerships, particularly within the school community has underpinned the progress the school has made over the past eighteen months. The use of external providers for professional development has helped to improve teaching and learning. The school is a cohesive community where achievements are celebrated and pupils respect each other. However, there is limited evidence of its success in promoting community cohesion beyond the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter school with skills broadly in line with age-related expectations. Some areas can be weaker, such as communication, language and literacy, but this varies from cohort to cohort. By the time children enter Year 1, they are working securely within the expected levels in all areas of learning. Children benefit from a very caring environment and have many opportunities to make independent choices which develop their confidence and self-esteem. Relationships between adults and children are good. Children behave well and listen to adults as they comply with routines designed to promote safety. The quality of provision is good. Teachers plan well with a strong emphasis on personal, social and emotional development, as well as providing activities that develop early literacy and numeracy skills. Opportunities are provided for children to learn from first-hand experience and this promotes curiosity and an enjoyment of learning. Outdoor learning supports the learning that takes place indoors. Resources are adequate but some are looking tired and uncared for. Leaders are aware of this and plans are in hand to address the matter.

The effectiveness of leadership and management is good. The provision is monitored well and outcomes evaluated effectively. Leaders have a good understanding of how young children learn and are, therefore, well-placed to influence teaching and learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire are happy with their children's experience at school. They are particularly pleased with the quality of teaching and the extent to which the school goes to ensure that their children are kept safe. A few parents and carers believed that the school does not deal effectively with unacceptable behaviour. Inspectors agreed with this view, but only in a small minority of classes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shelf Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 114 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	55	46	40	3	3	0	0
The school keeps my child safe	57	50	53	46	1	1	2	2
My school informs me about my child's progress	46	40	57	50	6	5	1	1
My child is making enough progress at this school	34	30	66	58	11	10	1	1
The teaching is good at this school	41	36	67	59	2	2	0	0
The school helps me to support my child's learning	34	30	71	62	2	2	1	1
The school helps my child to have a healthy lifestyle	30	26	81	71	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	19	74	65	7	6	1	1
The school meets my child's particular needs	27	24	80	70	4	4	1	1
The school deals effectively with unacceptable behaviour	27	24	69	61	9	8	5	4
The school takes account of my suggestions and concerns	27	24	76	67	3	3	3	3
The school is led and managed effectively	35	31	66	58	6	5	2	2
Overall, I am happy with my child's experience at this school	42	37	62	54	6	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



1 April 2011

Dear Pupils

Inspection of Shelf Junior and Infant School, Halifax, HX3 7LT

You may remember that a little while ago I visited your school with two other inspectors. We spent an enjoyable two days watching you in lessons, at play and in assembly. I would like to thank you for making us so very welcome. I would particularly like to thank those pupils who gave up some of their lunchtime to talk to us. We listened carefully to what you had to say and found your comments very helpful.

I am writing to tell you what we found out. We judge that Shelf Junior and Infant School is a satisfactory school. However, we also believe it is improving quickly because you are beginning to make better progress. Your school is well led by the headteacher and all your teachers and teaching assistants are working hard to help you learn. You are taught well and this is why you are beginning to improve, especially in English and mathematics. Well done.

Your headteacher and the governing body are always considering how to make your school even better. We think that there are two areas that require improvement. They are to:

- Continue to raise standards in English and mathematics, particularly the proportion of pupils attaining the higher levels at the end of Year 2 and 6 by:
- making sure that your teachers notice when you are experiencing difficulties with your work and to help you more quickly.
- making sure that all of you behave well and concentrate during lessons so that you will make better progress and enjoy your learning more.
- Provide further opportunities for you to visit places further away from school to see how other people live their lives.

Some of you can play your part in making sure your school is a good place to be by making sure that you behave well all of the time especially during lessons.

Yours sincerely

Christopher Keeler

Her Majesty's Inspector

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