

Inspection of a good school: Shepley First School

Firth Street, Shepley, Huddersfield, West Yorkshire HD8 8DD

Inspection dates:

11 and 12 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Leaders and staff are ambitious for the pupils in their care. Recently appointed leaders have begun to make improvements to the curriculum. However, this work is still in the early stages. Some staff have not had the training they need to teach the new reading curriculum effectively. As a result, some pupils who struggle with reading are not catching up as quickly as they should.

Pupils know that staff expect a lot of them. Pupils are enthusiastic about their learning and live up to these high expectations of them. Pupils build their understanding through discussion. They enjoy debating questions. Such opportunities develop their thinking and reasoning skills.

Pupils value the opportunities available to them. Adventurous activities and residential trips help them to be braver and more independent. Pupils are excited by the outdoor experiences they have in their 'muddy puddles' curriculum. These help pupils to build new skills, learn about nature and develop mindfulness.

Pupils are polite and well behaved. They treat each other with respect and kindness. Pupils that the inspector spoke to say bullying rarely happens in their school. If it did, pupils are confident that the adults will sort it out.

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

Leaders have brought about many positive changes to the school, recently, in a short space of time.

They know what needs to improve and have plans in place to address their key priorities. Leaders have introduced an ambitious and well-ordered reading curriculum and have begun to redesign the school's wider curriculum.

Leaders' work to improve the curriculum in foundation subjects, such as in geography, is ongoing. They have started to make clear the key knowledge that pupils should learn and the order in which it should be taught. However, leaders are still finalising their curriculum thinking. As a result, teachers do not know the exact detail of the content to deliver. This hinders staff in designing sequences of teaching that build on what pupils already know.

Teachers have secure subject knowledge in most subject areas. They know how important it is to help pupils to review and make connections to prior learning. Teachers explain new learning clearly. This supports pupils to develop their understanding. Teachers give pupils tasks that allow them to practise and apply their knowledge. This helps pupils to build their understanding.

Staff know pupils and their individual needs well. Teachers check pupils' understanding and spot if there are gaps in their knowledge. Teachers have a good understanding of how to support pupils with special educational needs and/or disabilities (SEND). In most curriculum subjects, teachers make appropriate adaptations and use resources effectively. This enables all pupils to access the curriculum. Pupils respond well to teachers in lessons. Pupils behave well and are enthusiastic about their work.

Leaders know how important it is for all pupils to read well. Leaders have recently introduced a new phonics programme. Children start to learn to read as soon as they enter the Reception Year. Staff check children's phonic knowledge and identify any gaps. However, leaders have not ensured that all staff know how to deliver the phonics programme consistently well. Some staff do not address gaps in pupils' knowledge well. As a result, some pupils are not catching up quickly enough.

Pupils enjoy listening to the stories that teachers share with them each day. They are enthused by travelling through the school's magical 'reading realm'. This inspires them to read a broad range of books independently. Most pupils develop a wide vocabulary and understanding from the books they read. This prepares them well for the more-complex reading challenges as they move through school.

Pupils benefit from the wider opportunities and experiences that leaders give them. Pupils who represent their classmates as 'house captains' are proud of their roles. They say these roles make everyone feel part of the Shepley team. Parents appreciate that pupils have many opportunities to explore and discover their talents.

The welfare of pupils, parents and staff has a high profile at the school. Leaders and governors recognise that the recent changes in leadership and the direction of school development work have placed demands on staff. Staff appreciate the consideration and support to help manage these changes and their workload. They also feel that the changes are having a positive impact on their professional well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors are well trained. They understand their safeguarding roles and responsibilities well. Leaders complete appropriate checks on the suitability of staff to work with children before staff begin working at the school.

Staff are vigilant about pupils' safety and well-being. Staff know how to record any concerns that they may have. Leaders are diligent in following up on these concerns. When necessary, leaders work with external agencies in a timely manner to ensure pupils receive the right support.

Pupils can explain the ways their teachers have helped them to understand how to stay safe. This includes online. Pupils also told the inspector that they would talk to adults in school if they had worries or concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff are not implementing the reading programme consistently well. Some are not adapting teaching to address identified gaps in pupils' phonic knowledge. This means that some pupils are not keeping up or catching up quickly enough where they have fallen behind. Leaders should ensure that staff receive the training they need in order to deliver the programme consistently well.
- Leaders have not clearly identified all the key knowledge that pupils need to learn in some foundation subjects. Consequently, teachers do not have the information they need to plan sequences of lessons that build pupils' knowledge progressively. Leaders should ensure that the curriculum for all subjects clearly sets out what all pupils should know, and by when, and that curriculum content builds cumulatively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2011.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107663
Local authority	Kirklees
Inspection number	10211501
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	171
Appropriate authority	The governing body
Chair of governing body	Lucy Bradley
Headteacher	Becky Adams
Website	www.shepleyschool.org.uk
Date of previous inspection	28 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school has recently had a change of senior leadership. There is an interim headteacher and deputy headteacher in post currently.

Information about this inspection

- This is the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, other school leaders, staff, pupils, governors and a representative from Kirklees local authority.
- The lead inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils reading to a known adult.
- The lead inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. The

inspector considered how well leaders act on concerns about pupils' safety and welfare. The inspector spoke to pupils, staff and governors about safeguarding practice.

- The lead inspector considered the responses to Ofsted's online survey, Ofsted Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Asa Britton, lead inspector

Her Majesty's Inspector

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