

Inspection of Shade Primary School

Knowlwood Road, Shade, Todmorden, West Yorkshire OL14 7PD

Inspection dates: 10 and 11 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy to be part of the friendly community at Shade Primary School. They have a strong sense of belonging. Pupils feel safe and well cared for. They trust the adults in school to help if they have any worries or concerns. Bullying is extremely rare. Adults deal with any issues that do arise kindly and effectively.

Leaders, governors and staff have high expectations for every pupil. They make sure that the school's vision of 'every child, every chance, every day' is followed through. Pupils receive the support they need to be successful. They are well prepared for the next stage of their education.

Pupils behave well in lessons and at social times. They are polite and well mannered towards adults and each other. Pupils concentrate well and enjoy learning because teachers make lessons interesting. The curriculum extends well beyond the classroom. Visits around the local area and beyond bring learning to life. For example, recently, and as part of the curriculum for science, some pupils learned to identify different leaves and insects in nearby Towneley Park.

Music is a great and cherished strength of the school. Every pupil learns to play the violin or cello in Year 4. Many of them choose to continue to learn these instruments in Years 5 and 6. Piano lessons are available for all pupils. Singing is an important part of school life. Many pupils choose to join the choir. Performances for parents, carers and the wider community are enjoyed by all.

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

Leaders have implemented a curriculum that interests and engages pupils. They have sequenced the important knowledge they want pupils to learn. This helps teachers to know what to teach and in what order. In some subjects, such as music, leaders have identified and sequenced subject-specific vocabulary. In these subjects, pupils are able to explain what they know clearly. However, leaders have not included vocabulary development in all subjects. As a result, pupils lack the precise vocabulary to explain their learning in these subjects.

In early reading and mathematics, teachers use assessment well. They check pupils' understanding throughout the lesson. They identify gaps in pupils' learning. They adapt the content of the lesson to help pupils remember more. In these areas of the curriculum, teachers provide the support pupils need to keep up.

In some of the foundation subjects, such as history, teachers do not check on pupils' learning as effectively as they do in early reading and mathematics. In these subjects, teachers miss opportunities to build on pupils' prior learning and to address their misconceptions.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate support to be happy and successful in school. Leaders identify pupils' additional needs as soon as possible. Teachers have put a range of adaptations in place for pupils with SEND. These adaptations enable pupils to learn the curriculum alongside their peers.

Leaders make sure that pupils have plentiful opportunities to enjoy reading. Teachers read to pupils every day. The library is stocked with a wide range of high-quality books. Pupils who attend the school's book clubs read and review a range of new books for the Calderdale Children's Literature Festival. Children are immersed in books from the moment they start Nursery. They hear stories, songs and rhymes every day. This prepares them very well for reading when they move into Reception. All staff are trained to deliver the new phonics scheme. Children love the routines and stories that help them to practise the sounds they need to read. Teachers check that everyone is keeping up in reading lessons. They provide extra help where needed.

The early years curriculum is ambitious. Children are well prepared for learning in key stage 1. Staff use well-chosen resources to help children to explore and follow their interests. Children display high levels of cooperation, curiosity and resilience. Adults skilfully develop children's language and knowledge. For example, during the inspection, an adult helped children to see the detail of different shells through magnifying glasses. Children drew beautifully detailed pictures of the shells and delighted in doing so.

Pupils learn about fundamental British values through personal, social, health and economic education. They experience democracy through the school council and eco-council elections. They have a respectful and caring attitude towards people who are different to themselves. Leaders have provided a range of clubs and activities to extend pupils' learning beyond the formal curriculum. Chinese Club, where pupils learn about language and culture, is very popular. Many pupils also enjoy the choir, sports and reading clubs. Pupils in Years 5 and 6 benefited from the residential visits to outdoor pursuits centres they undertook earlier in the year. Their independence improved as a result.

Governors provide an appropriate level of challenge and support for leaders. They understand the challenges faced by the school very well. They use their wide range of expertise to help improve the school further. Staff feel very well supported. They appreciate the quality of training they receive and the care and consideration shown to them by school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive thorough and up-to-date training. They are alert to any problems pupils may face. Leaders are tenacious in seeking appropriate support for pupils when necessary. They check that pupils and families receive the support they need.

Leaders carry out appropriate checks to make sure all adults are suitable to work with children.

Leaders are aware of local and current risks to children. For example, they keep up to date with current trends in the online games that pupils are able to access outside of school. They use their knowledge to help pupils make safe choices and to keep parents well informed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers are not aware of gaps in pupils' knowledge and miss opportunities to address misconceptions before moving on to new learning. As a result, pupils do not make the progress of which they are capable. Leaders should make sure that the purpose of assessment is clear and that teachers use the information it produces effectively.
- The curriculums for some foundation subjects do not include the subject-specific vocabulary that pupils need to learn as they move through school. As a result, pupils do not articulate what they know and remember in these subjects as well as they do in subjects such as mathematics. Leaders should identify and sequence the key vocabulary that pupils need to learn across the curriculum.

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](#)' 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

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| Unique reference number | 107522 |
| Local authority | Calderdale |
| Inspection number | 10255695 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 198 |
| Appropriate authority | The governing body |
| Chair of governing body | Ben Lowing |
| Headteacher | Helen Clarkson |
| Website | www.shade.calderdale.sch.uk |
| Date of previous inspection | 2 February 2018, under section 8 of the Education Act 2005 |

Information about this school

- This is a smaller-than-average school.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The lead inspector had several meetings with the headteacher during the inspection.
- A meeting was held with two members of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and music. For each deep dive, the inspector 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. An inspector also looked at curriculum documents and a sample of pupils' work for history and design technology.

- The inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime.
- 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 responses received through Ofsted's pupil survey.
- Safeguarding documentation and records for behaviour and attendance were considered.
- The inspectors spoke with a number of parents in the playground and reviewed the responses received through Ofsted's survey, Ofsted Parent View, including free-text responses.
- The inspectors spoke with a number of staff and considered responses received through Ofsted's staff survey.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Angela Spencer-Brooke

Ofsted Inspector

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