

Inspection of a school judged good for overall effectiveness before September 2024: Shelf Junior and Infant School

Shelf Hall Lane, Shelf, Halifax, West Yorkshire HX3 7LT

Inspection dates:

26 and 27 November 2024

Outcome

Shelf Junior and Infant School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are courteous and show an interest in their learning. They greet visitors with warmth. Pupils enjoy coming to school, where they are cared for by adults who know them well. Strong, positive relationships are at the heart of the school's work. This is a happy and safe place for pupils. They readily step up to the high expectations that the school has for them.

Pupils behave well throughout school. Children in Reception behave particularly well. They are calm and move sensibly around the provision inside and outside. Playtimes are a time of happy and purposeful play. When there are rare disputes, these are resolved quickly and positively. Pupils insist rightly that there is no bullying and that adults will support them swiftly if problems arise.

Pupils thrive in a wide range of leadership roles. These include pupils who are disadvantaged or who have special educational needs and/or disabilities (SEND). Pupils take on a range of roles and responsibilities with enthusiasm. For example, younger pupils manage and distribute breaktime refreshments and school councillors work with the school to contribute to improvement work. House captains provide informative tours for prospective parents and visitors. Pupils are very proud and positive advocates for their school.

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

Pupils benefit from the school's broad and ambitious curriculum. It has set out the knowledge pupils should learn step by step from Reception to Year 6. In lessons, the activities staff provide for pupils help them to make links in their work and build on their previous learning. For example, in computing, over time, pupils deepen their

understanding of programming and using spreadsheets. Pupils revisit important concepts regularly to ensure that they retain and remember key knowledge in different subjects.

Teachers present information clearly and draw on their knowledge and understanding of the subjects they teach. While their explanations are clear, on occasions teaching does not introduce or reinforce important vocabulary linked to the different topics well enough.

Provision for pupils with SEND is a strength. The school makes sure that pupils with SEND access the same ambitious curriculum as their peers. Teachers are aware of pupils' needs and make well-considered adaptations to learning for pupils with SEND. Pupils make relevant use of technology to facilitate their writing and benefit from expert adult support.

In many subjects, pupils, including those with SEND, achieve well. Pupils take pride in their work. However, there is variation in the teaching of handwriting and errors in pupils' formation of letters are not consistently addressed.

The school prioritises reading. Pupils learn the sounds that letters make in their daily phonics sessions. Staff make frequent checks on the progress pupils make with their reading skills and phonics knowledge. They make sure that the books pupils read help them to practise the sounds they are learning. Pupils are confident readers. Any pupils who struggle or slip behind are identified swiftly and supported effectively to catch up.

Children in Reception get off to a strong start to their education. They learn and play together well. Children benefit from purposeful and effective interactions with staff. They have many opportunities to learn and develop their knowledge of early mathematical concepts. Children undertake many activities to reinforce their understanding of the properties of different shapes.

The school makes productive use of its grounds and estate. Outdoor learning forms an important element of pupils' experience. Children in Reception participate in regular outdoor learning opportunities. Pupils with SEND needs relating to social, emotional and mental health benefit from activities that develop their social and practical skills effectively. The school's 'Oasis' room is another supportive environment in which pupils receive expert nurture care.

Pupils access a wide range of extra-curricular clubs and activities, which include sports, creative activities and outdoor learning. These opportunities help pupils develop their talents and interests. The school enables pupils to make strong connections with the community.

The school, including its governors, has care and consideration for others at the core of its work. Staff are overwhelmingly positive about their experience of working at the school. Leaders keep in regular contact with parents and carers to update them on what children are learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- On occasions, teaching does not deepen pupils' understanding of subject-specific vocabulary and related concepts as much as it could do. Where this is the case, pupils' understanding of some aspects of the curriculum is less well-developed. The school should work with staff so that that pupils build a deeper understanding of subject-specific vocabulary and the concepts that this vocabulary represents.
- There is variation in how well handwriting is taught. Weaknesses in letter formation for some pupils are not consistently addressed. The school should ensure that staff identify and address gaps in foundational handwriting knowledge and skills so that pupils develop fluency in their writing.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in 21 to 22 January 2020.

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	107513
Local authority	Calderdale
Inspection number	10346175
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair of governing body	David Dixon
Headteacher	Jill Elam
Website	www.shelfjandi.com
Dates of previous inspection	21 to 22 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders. He also met with members of the governing body, and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the staff survey.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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