



Shelley First School

Inspection Report

Unique Reference Number 107662
LEA Kirklees
Inspection number 277799
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Mr James Kidd CfBT Lead Inspector

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

Type of school	Primary	School address	School Terrace
School category	Community		Shelley
Age range of pupils	5 to 10		Huddersfield, West Yorkshire HD8 8HU
Gender of pupils	Mixed	Telephone number	01484 222750
Number on roll	190	Fax number	01484 222753
Appropriate authority	The governing body	Chair of governors	Mr J Brown
Date of previous inspection	2 October 2000	Headteacher	Mrs D Knowles

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Shelley First School is a smaller-than-average semi-rural village school, mainly serving a large private housing estate. The percentage of pupils known to be eligible for free school meals and the proportion who have learning difficulties and/or disabilities are below average. Three pupils have statements of special educational need. Children's attainment in communication, language and literacy on entry to the school is close to average and they come from as many as 15 different pre-school providers. The majority of the pupils are of white British heritage and a small number of pupils are from minority ethnic heritages. The school has Artsmark Gold and Activemark status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, with many outstanding features which include an excellent curriculum, exceptional personal development and high quality arrangements for the pupils' care. All pupils are valued and fully included in what the school has to offer. Pupils, including those who have learning difficulties and/or disabilities make good progress throughout the school. Standards by the end of Year 2 are above average and above the expected level at Year 5. Although boys attain above average standards, their performance lags behind that of girls. Provision in the Foundation Stage is a strength. Lively and often excellent teaching, within a creative curriculum, offer children maximum choice and opportunities to learn and develop quickly and make good progress. Teaching and learning are at least good throughout the school. Strengths are in the excellent relationships. The school is working on broadening its approaches to accelerate the rate of the boys' learning. The curriculum is complemented by strong links with pre-school providers, local sporting agencies and the local middle school. Playground space for older pupils is at a premium and pupils have insufficient space to develop their physical skills through play.

The school is led and managed well and leadership acts very swiftly to address issues for development. For example, standards in mathematics in Years 3 to 5 are improving as a result of the school's decisive and effective action. The school's evaluation of its performance is entirely accurate and there is good capacity to improve. The school provides good value for money.

What the school should do to improve further

The school has already identified that in order to build on its strengths and improve standards it should:

- Improve boys' performance by developing teaching methods to encourage different ways of learning.
- Encourage pupils to use mathematics more widely in other subjects by introducing more numeracy starter exercises at the beginning of lessons.
- Improve the play space for older pupils in order that they can be more active during break times.

Achievement and standards

Grade: 2

Inspectors agree with the school's evaluation that standards are above average and achievement is good. When children start school, their attainment is close to average in language and literacy because of limited knowledge of letters and sounds. Children's achievement is good, considering that a third have less than three full terms in the Foundation Stage. Pupils are on course to attain the goals expected for their age at the end of the reception year and some to exceed them because of the very active and enjoyable learning. In Years 1 and 2, pupils progress well. By the end of Year 2,

standards are comfortably above average and particularly strong in reading and mathematics, with over half exceeding the levels expected nationally. The school's assessments show that pupils continue to make good progress in Years 3 to 5 although achievement in mathematics slows partly because it is not used particularly widely in other subjects. In line with the national picture, boys' overall standards are not as good as girls' although they are above average. Pupils who have learning difficulties and disabilities do as well as others. The school exceeds its challenging targets and pupils say they achieve well because their lessons, particularly in art and physical education, are fun.

Personal development and well-being

Grade: 1

The school has rightly identified that personal development and well-being are outstanding. Pupils blossom into socially confident and thoughtful young people. Year 5 believe their 'mission' statement sums up their school: 'Together we will succeed if we try our best at all times, behave well, respect others and appreciate how lucky we are'. The pupils' spiritual, moral, social and cultural development is excellent and nurtured extremely well through a creative curriculum, which fuels their appreciation and understanding of other cultures. Older pupils have many responsibilities around the school and agree there is little bullying or unhappiness because they have play leaders to ensure youngsters play together constructively. Their behaviour is good and this means that lessons can move at a good pace. Pupils have clear views about their school, which they express with great confidence, in relation to improvement of the small playground for older pupils, for example. They like the lunches and the stickers they receive for making a healthy choice. The use of new technology in the information and communication technology (ICT) suite and classrooms helps them to work better and the excellent sports facilities help keep them fit. Attendance is good and there is often the sound of laughter as pupils and teachers work together. Parents agree that their children love school.

Quality of provision

Teaching and learning

Grade: 2

The school judges the quality of teaching and learning to be good, and the inspectors agree. There are examples of outstanding practice, particularly in the Foundation Stage. The best teaching is carefully planned, engages the interest of the pupils, challenges youngsters to think for themselves and motivates them to want to learn. In an excellent Year 4 literacy session, for example, pupils were asked to share their feelings about an extract from a Harry Potter novel and they made perceptive comments about the most effective ways of setting the scene for an interesting story. Classroom management is secure and teachers treat their pupils sensitively and with the utmost dignity; pupils who have learning difficulties and/or disabilities are fully included in all activities. The school has correctly identified that a greater variety of methods,

particularly those which provide a 'hands on' approach, are needed if boys are to make even more progress. An area for development at the time of the previous inspection, assessment practice, is now much better. As a result, any underachievement is highlighted quickly and children benefit from accurate advice on how they may improve their work. They have regular, agreed, targets for future performance. Pupils enjoy evaluating the work of their classmates and teachers encourage them to gauge their own performance and that of others, in drama, for example.

Curriculum and other activities

Grade: 1

The school's view that it offers its pupils an outstanding range of activities to meet their individual abilities, needs and interests is correct. Curricular development is always under review and amendments are made to foster improvement in standards. Parents speak very favourably about the well attended and wide variety of extra-curricular and enrichment activities and are grateful that teachers give freely of their time outside the formal school day. Art is the most popular subject among the pupils and the school is justly proud of its prestigious Artsmark Gold award. In addition, the school takes the well-being of its pupils and staff seriously and its promotion of healthy eating is an integral part of the personal and social development course. Physical education is also a strong feature and the school takes part in many sporting activities in the local area and beyond. Creativity is encouraged in all areas of the curriculum, and the annual Creative Weeks do much to enrich and extend pupils' knowledge and understanding of the world. However, the small playground space for older pupils inhibits their physical development.

Care, guidance and support

Grade: 1

The care shown by the school to its pupils is outstanding. The school's view of its provision is well founded. Strategies to support vulnerable children are very effective and those pupils experiencing difficulty are identified rapidly. Child protection arrangements are secure, teachers have undergone relevant training and the school is a safe haven for its learners. Children have the highest regard for the guidance provided by their teachers and members of the school council speak convincingly of their own efforts to ensure that every pupil is fully included in what the school offers. Indeed, the involvement of the school council in decision making is very wide and the play leader and befriender schemes serve to make children feel both valuable and valued.

The quality of support provided by learning assistants is high and they give extensive and effective individual support for pupils who have learning difficulties and/or disabilities. The school wants its pupils to thrive in the middle school and gives them extensive information about their new school before they leave at the end of Year 5.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding aspects. The headteacher is a strong, yet sensitive leader with a clear vision for the development of the school, in order that all pupils can achieve their best. She maintains a highly visible presence around the school and senior managers and staff share her commitment to the provision of an inclusive environment. Senior leaders know the school very well and their evaluation of its strengths and areas for development is accurate. As a result of a regular assessment of performance, including questionnaires for pupils, parents and staff, some shortcomings within the overall good progress of boys have been identified.

The school has developed comprehensive links with parents and the community and has established parents' workshops to discuss issues in relation to current educational thinking and strategies to support children with their work at home. Parents are very positive about the leadership, which, they say, 'provides the perfect environment for the children to develop in all areas, regardless of their ability.' They are equally complimentary about the teachers, who they believe are totally committed to the well-being of their children.

Governors are very supportive of the work of the headteacher and staff and have a clear understanding of the school's strong points and its areas for improvement. They are kept fully informed about how well the school is doing and visit regularly to see for themselves and to celebrate success. They are fully aware of the strategies the school is establishing to improve standards; the school's capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you all so much for welcoming us to your school and for being so kind, polite and friendly. We enjoyed our visit and want to share with you what we thought about your school.

What we liked most about your school

- We are pleased that you are very proud of your school, behave well and work hard in lessons. We also like the wonderful way you all get on with each other and with your teachers.
- We think that your teachers and other helpers look after you very well and give you many jobs to do to help in running the school.
- We believe that your school council does a lot to make everyone happy and that play leaders and befrienders try hard to make sure that you enjoy school.
- We are glad that you are taught well and that you make good progress in your lessons. We also know that you like the Creative Weeks and that you think art and PE are fun.
- Your headteacher and deputy headteacher know how to make the school even better!
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now:

- We have asked your teachers to try different ways of teaching so that everyone can learn even more quickly.
- We think it would be good if your teachers could get you to use more numeracy and mathematics in all your subjects.
- We think that the older pupils should have more playground space.

We appreciated talking to you and watching you learn. We wish you well for the future.