

# Shelf Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107513
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	309419
<b>Inspection dates</b>	20–21 May 2008
<b>Reporting inspector</b>	Brenda Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Jones
<b>Headteacher</b>	Mr Vincent Gillon
<b>Date of previous school inspection</b>	28 June 2004
<b>School address</b>	Shelf Hall Lane Shelf Halifax West Yorkshire HX3 7LT
<b>Telephone number</b>	01274 676782
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized primary school. Most pupils are White British and live locally. The proportion of pupils eligible for a free school meal is below average as is the proportion of pupils with learning difficulties and/or disabilities. A greater number than average have a statement of special educational need. When children start school in the Reception classes the majority have the skills and knowledge expected for their age. The current leadership team has worked together since September 2007. The school has gained National Healthy Schools status, Quality Mark and Activemark Gold.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Shelf Junior and Infant School is a satisfactory school with good features. Pupils' personal development is a good aspect of the school. Pupils get on well together and most behave impeccably. All pupils, including those with learning difficulties and/or disabilities, are fully included and great emphasis is placed on respect for each other. Pupils talk with good understanding about the importance of safe and healthy lifestyles. The passion of the headteacher is reflected in the enthusiasm of staff who work as a cohesive team. Hence, most pupils feel happy and they attend well. Parents really appreciate the care and support shown by staff. The comment, 'my child enjoys coming to school', reflects the views of many.

Standards by the end of Year 6 are broadly average. These are similar to those reported at the last inspection. The headteacher is dedicated to improving the school. Strong leadership has ensured that target-setting arrangements are now in place to regularly check pupils' attainment and progress. Rigorous tracking of pupils' progress has highlighted that more able pupils, particularly boys, are not attaining as well as they should. For example, pupils make satisfactory progress in science but an over-reliance on worksheets limit the progress that boys, in particular, make. Appropriate strategies are in place to address this. Standards are rising but they are not as high as they could be.

The quality of teaching although satisfactory overall, is inconsistent and this affects the rate of progress that pupils make from class to class. All teachers have good behaviour management skills, and relationships between pupils, and pupils and staff are very good. Good teaching contains interesting activities that grab pupils' attention; challenging questioning and a brisk pace enable pupils to make rapid progress in their learning. Whereas, in otherwise satisfactory lessons, learning sometimes lacks pace because introductions take too long and work is not always precisely matched to pupils' needs.

Good care and vigilant safety procedures result in pupils feeling safe. School council members say there is no bullying. The guidance given to pupils to improve their work is satisfactory but pupils remain unclear as to exactly how well they are doing and what they need to do to improve. The curriculum adequately meets the needs of the pupils. Parents and pupils particularly appreciate the many exciting trips and clubs that enrich this aspect.

The recently formed senior management team is enthusiastic and hard working and has involved all staff and governors in the task of school improvement. However, the school's current priorities, on paper, are too wide-ranging. They are not focused sharply enough on the major priorities of raising standards in English, mathematics and science, and improving the quality of teaching and learning. Good partnerships with other schools and involvement in initiatives such as Making Good Progress contribute well to pupils' learning and well-being. The enthusiasm and drive of the headteacher and leadership team, broadly accurate self-evaluation and the recently introduced, but as yet not entirely fulfilled steps to raise standards, give the school a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Good teaching in the Reception classes ensures children make good progress, particularly in their personal, social and emotional development. Hence, by the time children leave Reception, standards are broadly in line with the nationally expected level with a significant minority

achieving above this. The Foundation Stage is well led and managed. Thus, the classrooms and outdoor area are planned to allow children a wide variety of experiences that stimulate curiosity and encourage independence. Adults' good questioning techniques encourage children to speak, maintain sustained interest and develop good speaking skills. Although opportunities are provided for writing in all areas of learning, more able pupils are not always encouraged and challenged to extend their writing. Children's welfare is promoted well so that children enjoy school and become confident learners. Parents appreciate opportunities to help with their children's learning at home and school. Planning is consistent and effective as are systems to assess children's progress.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science, particularly for more able pupils.
- Improve the quality and consistency of teaching and learning, to ensure pupils' work is matched to their capabilities and they understand how to improve their work.
- Ensure that school improvement planning has a sharper and more specific focus on raising standards.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory but progress from Years 1 to 6 is uneven because of variations in teaching and learning. Most pupils make sound progress, but more able pupils are capable of achieving higher standards. Not all pupils are clear about what they need to do to reach a higher level and so their progress does not accelerate but remains steady. Standards are average by the end of Year 2, but currently, no pupils attain higher levels in mathematics. Satisfactory progress continues in Key Stage 2 so that standards remain average. Standards in English and mathematics are higher than in science. This is because the school has focused on developing pupils' writing skills and problem-solving strategies in mathematics. At Key Stage 2, science results are weakest, especially for boys. In many lessons pupils have too few opportunities to investigate and conduct experiments. Moreover, boys achieve less well than girls in reading at Key Stage 1. This is because, until recently, reading books did not cater well enough for most boys' interests. The school is aware of these issues and is putting strategies in place to address them. Pupils with learning difficulties and/or disabilities make satisfactory progress in line with their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good and their behaviour is outstanding. Pupils are polite, friendly and listen attentively in lessons. They have good attitudes to learning and develop very good relationships with their teachers and peers. Spiritual, moral, social and cultural development is good overall with excellent moral development. Whilst pupils' understanding of their own culture is strong, their knowledge about cultural diversity is less extensive. Opportunities to gain a spiritual dimension, especially in assemblies, are limited. The Activemark and Healthy Schools awards have extended pupils' understanding about leading healthy lifestyles. Pupils contribute well to the school community and beyond undertaking a range of

tasks such as organising a book sale. Pupils learn well about the world of work. They develop satisfactory basic skills, and good skills in information and communication technology (ICT). Pupils' social skills are good, enabling them to share ideas and work cooperatively with others.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. In effective lessons pupils make good progress because the pace is brisk and teachers use questioning well to challenge pupils' thinking. In some lessons the pace is slow and pupils do not work as hard as they are able. Introductions to lessons sometimes last too long leaving insufficient time for pupils to complete tasks. All teachers manage pupils' behaviour very well. Resources are used effectively to engage pupils' interests, but in Years 3 to 6, teachers provide insufficient opportunities for pupils to carry out scientific investigations. Pupils invariably know the purpose of the lesson but teaching does not always make best use of assessment information to match work to individual needs. Hence, some pupils, especially the more able, are not always sufficiently challenged. Knowledgeable teaching assistants provide good support for pupils who find learning difficult enabling them to be fully included in activities and to work to the best of their capabilities and make satisfactory progress in line with their peers. Teachers' marking is not used consistently to show pupils how to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory with some good features. The impressive range of enrichment activities such as visits, visitors, residential visits and sporting activities make a significant contribution to pupils' personal development and enjoyment of school life. The school recognises correctly that the curriculum needs to be improved in the respect of literacy skills and an investigative approach to science. However, new initiatives are being introduced to address these issues and the impact is already being seen in pupils' rising standards in writing. Provision for ICT has improved since the last inspection and pupils use these skills well to support their work in other subjects.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory with good features. Pupils respond well to the effective school rules and well thought out rewards and sanctions. These clear boundaries result in most pupils behaving impeccably in lessons and around the school. High levels of care and strong relationships enable pupils to feel safe and happy. Procedures to safeguard pupils are in place. All pupils are fully included in the life of the school, including those with learning difficulties and/or disabilities. Good links with outside agencies and initiatives such as the Dyslexia Friendly programme provide extra specialist support when needed. Academic guidance to help pupils improve their work is satisfactory overall, although inconsistent in approach and use. As a result, pupils' progress is not accelerated and remains satisfactory.

## Leadership and management

### Grade: 3

The leadership team are setting a clear direction for future development. Having identified strengths and weaknesses in provision they have introduced appropriate initiatives to bring about change. However, the school's perception of its overall effectiveness is too generous. Development planning and priorities for improvement are not sufficiently focused on raising standards. The headteacher has introduced an effective system for monitoring pupils' progress and setting targets for improvement but this is at an early stage of development. Currently, the monitoring of teaching focuses insufficiently on the progress that pupils make in lessons. Therefore, plans for raising standards are not fully grounded in information about pupils' learning. The school currently has satisfactory capacity to improve standards but things are improving. For example, pupils' standards in writing are rising. Governors are well informed. They closely monitor the use of resources to ensure money is well spent and try to gauge the impact on pupils' standards. This has enabled them to ask pertinent questions about pupils' progress and to be fully involved in the target-setting process. They are providing the support and challenge needed to secure improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed our visit to your school. Thank you for talking to us and answering our questions so politely. Your behaviour is excellent. We were pleased to see how much you enjoy school. You especially appreciate the exciting visits and trips you take to interesting places. You are getting lots of healthy exercise and know how to keep yourselves safe. Your attendance is good.

Your school is a satisfactory school with some good features and you are right to feel proud of it. The headteacher and teachers are very keen for you to do as well as you can. This is why they are keeping a close eye on how well you are doing. You are making satisfactory progress at the moment and your writing is beginning to improve. Keep this up! Your teachers and helpers all care about you and make sure that you are safe. Your parents and carers are right to be pleased with your school because it ensures your personal development is good.

I have asked your teachers to introduce some things to help your school improve.

- Your school needs to raise standards in English, mathematics and science.
- I have asked your teachers to plan work that is more closely matched to your differing abilities and interests and to make sure that you know what you need to do to improve your work.
- I have asked senior leaders to make sure that their plans have improving your standards in English, mathematics and science as the most important priority.

You all have an important part to play in improving your school. You can help by continuing to listen carefully in lessons and by trying extra hard to produce the best work that you possibly can.

I hope that you continue to enjoy school and I wish you well in the future.