

Shelley First School

Inspection report

Unique Reference Number	107662
Local Authority	Kirklees
Inspection number	324615
Inspection dates	19–20 November 2008
Reporting inspector	Terry McDermott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–10
Gender of pupils	Mixed
Number on roll	
School (total)	207
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sian Allen
Headteacher	Mrs D Knowles
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Terrace Shelley Huddersfield West Yorkshire HD8 8HU
Telephone number	01484 222750
Fax number	01484 222753

Age group	5–10
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average school serves the village of Shelley to the south of Huddersfield, an area of social and economic advantage. It has an integrated Early Years Foundation Stage (EYFS) which takes children into Reception year. The proportion of pupils eligible for free school meals is low. The proportions of pupils from a minority ethnic heritage and with a statement of special educational need are below average. The proportion of pupils with learning difficulties and/or disabilities is well below average. The school holds the Gold Healthy Schools, Investors in Pupils, Investors in People, Artsmark Gold, Eco-Schools Bronze, Royal Horticultural Society Campaign for School Gardening Level 3, and Activemark Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It provides high quality care and education for all its pupils. Under the excellent leadership of the energetic and forthright headteacher, there is a clear focus on helping pupils to make the best possible progress, whilst ensuring that they enjoy being at Shelley. The school has improved in many areas since its last inspection. It demonstrates an outstanding capacity to improve further.

Leadership, management and governance are outstanding. The school's evaluation of its work is detailed and accurate, because of the close and careful monitoring of the progress pupils make. This enables the school to plan effectively and to place its resources where they will best meet its pupils' needs. Leaders set challenging but realistic targets to ensure that improvement is sustained. The school provides outstanding value for money.

The achievement of all pupils, including those with learning difficulties and/or disabilities, is outstanding in relation to their broadly average starting points at the beginning of Reception year. By the time pupils reach the end of Year 2 their standards are high. They remain so until the pupils leave school at the end of Year 5. Pupils benefit greatly from the excellent start they get in EYFS and in Key Stage 1. After a small reduction in the rate of progress in Year 3, which is, nevertheless, good, pace is regained in Year 4, and increases even further in Year 5. Pupils also reach very high standards in their personal development. They take on responsibility willingly, and make informed choices about their eating, exercise and behaviour. Their spiritual, moral, social and cultural development is outstanding, and by Year 5 they are thoroughly effective members of the school and local communities. They are well aware of the wider world beyond the school gates, and are already taking an active role in that world.

These high standards are reached as a direct result of the rapid learning brought about by: excellent teaching; a wide ranging, exciting and well planned curriculum; and the outstanding care, guidance and support the school provides for each of its pupils. Excellent relationships underpin the calm but purposeful atmosphere that pervades the school. Pupils feel safe and happy. Excellent systems ensure that teachers have reliable information at their fingertips about the progress each individual pupil is making. This allows them to plan work which consistently challenges pupils at the very limits of what they know and can do.

Parents are overwhelmingly supportive of the work of the school and typically comment about 'a happy school that encourages all children to achieve their best and be proud. The school is an absolute gem'.

Effectiveness of the Early Years Foundation Stage

Grade: 1

When children join Reception, their skills are broadly in line with national expectations. There is a marked gender difference on entry, with boys' early attempts at writing being a significantly weaker area. Because leadership and management of the EYFS are so strong, no opportunities are missed to develop skills and consolidate learning, and this gap is rapidly closed during the Reception year. Teaching is excellent, the curriculum is exciting and typically, by the time children enter Year 1, they have made outstanding individual progress and their attainment is well above national expectations across all areas of learning. Visits to pre-school provision and well organised arrangements for children to settle into the EYFS, ensure that children are quickly at ease with their teachers and the daily routine of learning. They get on very well with each

other. The exciting range of indoor and outdoor activities available sparks children's interest, and they become curious and eager to learn. The very well planned curriculum is adapted flexibly according to children's interests. For example, the Forest School created within the school grounds has motivated children's interest in writing, and encouraged them to work collaboratively and develop skills in independent learning. This was clearly demonstrated when, after a scavenger hunt, children used twigs, branches and leaves to create self-supporting structures. Their teachers encouraged the use of expressive language to talk about the task and then used the outcomes to advance each child's learning. Staff meticulously gather and record observations and key examples of children's work in individual learning profiles that clearly show the progress each child makes. Parents are thrilled with the progress that their children make in response to this innovative provision.

What the school should do to improve further

The school is already aware of areas requiring development but should still ensure that:

- the progress pupils make in Year 3 replicates that made in other year groups across the school.

Achievement and standards

Grade: 1

Children join the EYFS soon after reaching their fourth birthday. Their progress through Reception and Years 1 and 2 is exceptional. High standards at the end of Year 2 have been maintained for many years. Inspection evidence shows that standards reached by pupils when they leave the school at the end of Year 5 remain high. At age 10, almost all pupils are one year in advance of the national expectation in English, mathematics and science. Many are further forward than this. Pupils' work demonstrates good and very often better progress for all groups, in all years. Pupils with learning difficulties and/or disabilities make outstanding progress because their needs are very quickly identified, any support needed is skilfully provided and their progress is closely watched.

Personal development and well-being

Grade: 1

Pupils' exceptionally strong spiritual, moral, social and cultural development springs from a strong sense of school community and joy in achievement. It is evident in all areas of the school. The enthusiasm and friendliness of the pupils is striking. They greet all newcomers with courtesy and respect and are adamant that they feel safe in school because 'everyone treats people really nicely'. School councillors lead strong moral initiatives such as anti-bullying campaigns and pupils across the school vie for positions as Befrienders or Play leaders. Pupils have a very good understanding of healthy lifestyles and speak with feeling that 'eating junk food gives you a big tummy and if you don't get any exercise you can have a heart attack'. They have a remarkable respect for, and understanding of, economic well-being. With the appropriate funds from pupil-driven initiatives, they spend the money wisely on new football kit, water dispensers and play boxes. Pupils make an extremely positive contribution to their local community, most recently through their allotment and school garden schemes. They show awareness of the needs of others through a well established pattern of fundraising for local charities such as the Woodhead Mountain Rescue Team and international charities such as Lepra. Attendance is well above average and underlines pupils' high levels of enjoyment and extremely positive attitudes to school. As parents typically said, pupils 'want to do well and succeed'.

Quality of provision

Teaching and learning

Grade: 1

All classrooms are colourful, vibrant and attractive places for pupils to be. Exciting and challenging teaching, with lessons delivered at relentless pace, ensures that learning takes place rapidly. In the very best lessons, teachers challenge pupils to think for themselves and demand explanations for any opinion offered. This extends pupils' speaking and listening skills. Refreshing touches of humour help pupils to see learning as fun and contribute significantly to the exceptional progress pupils make in many lessons. Relationships between adults and pupils are excellent and behaviour is extremely well managed in all lessons. Pupils who find work difficult are well supported by classroom assistants and by their fellow pupils. This extra dimension adds significantly to the very inclusive nature of the school, and brings the school motto 'Together we succeed' into working reality. Teachers' marking of pupils work is regular, celebratory and informative.

Curriculum and other activities

Grade: 1

The excellent curriculum inspires pupils' academic learning and personal development. It attracts pupils into adopting a creative approach to thinking and writing, and into taking responsibility for their own learning. The grounds of the school are used imaginatively to promote pupils' understanding of the natural world, sustainable developments, and their role in contributing to an eco friendly society. Pupils' cultural development and self-expression benefit enormously from music, art and drama specialists in the school. High quality art displays fill every corridor and classroom wall, and the school is regularly enlivened with music and singing. Modern foreign languages permeate the curriculum and the school, where registration is often taken in French. Every opportunity is taken to utilise modern technologies as tools to support pupils' learning. All are brought together in themed 'Creative Weeks' where learning across a range of subjects is successfully linked together. Large numbers of pupils engage in the wide range of extra-curricular activities provided, many of them run by outside specialists or members of local community.

Care, guidance and support

Grade: 1

All the necessary arrangements to safeguard pupils and look after their welfare meet current requirements. Vulnerable pupils are very well cared for and the school has very close contacts with outside agencies to ensure pupils' well-being. Parents are very happy with the care taken by the school, with many commenting that their children 'feel safe and cared for', and have 'no fears or concerns with any part of the daily school routine'. Pupils are highly motivated because of the excellent academic guidance they receive. They consistently meet the challenging targets they are set. Pupils' learning is tracked carefully and interventions made if pupils are seen to be faltering in their progress.

Leadership and management

Grade: 1

The headteacher, her leadership group, staff and governors hold the same vision of the school as a learning community where each child can be inspired to blossom fully. They work as a united, dynamic, skilful and dedicated team, constantly watching and measuring what the pupils are doing. Because of this, they know precisely where the school is strong, and quickly recognise areas that may need development. All team members are fully aware of their roles and responsibilities. School improvement is seen as being a continuing process. Staff understand and are able to carry out all the steps needed to sustain that process. Expectations of what pupils can do and achieve are high and challenging, individual and group targets are set accordingly. The school's provision for community cohesion is strong and certain. It reflects the ethical stance the school adopts to equality of opportunity and fairness and respect for all. Members of the governing body are generous with their time, and active around the school. They know the school in detail and the support and challenge they provide is outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome when we inspected your school recently. When we walked through the door we were immediately impressed with the quality of your art work covering every wall. Then, as we moved into your classrooms, there were even more examples of your excellent learning and understanding of, for example, the Second World War, Diwali, and the eco-system which is the planet on which we live. What a fantastic range of knowledge you have gained.

We found that Shelley First School is an outstanding school because it inspires you all to learn so many things so quickly. It then makes things even better, by helping you to become tolerant, confident, modest and thoroughly happy young people.

These are just some of the things the school does extremely well.

- It pays very close attention to looking after you, watching intently and checking how you are improving, not just in lessons, but also developing as individual human beings.
- It makes learning exciting, through enthusiastic teaching about a wide range of interesting and important things, from Reception year through to Year 5.
- All those leading the school, from the headteacher onwards, ensure that you really enjoy your education.

However, we feel the school could become even better, because we found that around the time you move from Year 2 and through Year 3, your learning slows a little bit. So we want the school to make sure that you learn as quickly at that time as you do in all the other years through the school.

Please continue to work hard and be happy. Good luck to all of you for the future.