

# Inspection of Shelley College, A Share Academy

Huddersfield Road, Shelley, Huddersfield, West Yorkshire HD8 8NL

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Inspection dates:	10 and 11 December 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The head of this school is Jack Wyatt. The school is part of the Share Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The executive principal, David Wadsworth, leads this school and has responsibilities in three others. The trust is run by the chief executive officer (CEO), John McNally, and overseen by a board of trustees, chaired by Daniel Quinn.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Ambition and aspiration are at the heart of everything that Shelley College does. Pupils thrive in calm, focused lessons where teachers have the highest expectations of them. Pupils meet these expectations and achieve highly. Behaviour in lessons, and around school, is exceptional. Pupils are taught to be articulate. They express themselves maturely when discussing, for example, the positive relationships they enjoy with teachers.

The 'Shelley College Scholars' programme provides structure and focus to the school's wide array of extra-curricular activities. The school ensures that activities match the interests of its pupils. For example, recent additional clubs in boxing and dance have been welcomed by pupils. The school creates opportunities for pupils to work productively together. The 'reading friends' programme, for example, allows sixth-form students to mentor and support their younger peers. The benefits to pupil relationships shine in activities such as this.

All pupils are valued and respected in this school. Pupils with special educational needs and/or disabilities (SEND) are expertly supported in lessons. Teachers act on relevant information to help them understand pupils' needs. The school takes highly effective action to identify and meet the needs of pupils. A rare sense of unity and togetherness pervades the school.

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

With the support of the trust, the school has developed clear principles to identify the 'golden knowledge' that pupils need in each subject. As a result, across all curriculum subjects, teachers have a clear understanding of exactly what pupils need to learn. Teachers identify swiftly any knowledge that pupils fail to learn. For example, in science, teachers plan 're-teach' lessons to address pupils' misconceptions and gaps in learning. Teachers make effective checks to ensure that pupils with SEND access lessons alongside their peers.

The consistently high-quality delivery of the curriculum is remarkable. The 'retrieve to remember' approach happens across every subject during the day. This means that pupils recall their learning in detail. For example, when discussing English, pupils spoke eloquently about the links between the context, theme and plot of the novel 'Animal Farm'. In A-level mathematics classes, the school's 'time for improvement' and 'have you still got it?' tasks help pupils to embed the crucial knowledge they need for later success. Pupils throughout the school develop impressive subject knowledge. They are exceptionally well prepared for further and higher education and employment.

Reading has a high priority. The school focuses on ensuring that pupils have the reading skills that will benefit them throughout their lives. Texts chosen for pupils to read in tutor time are carefully selected to represent the diversity of the modern world. Pupils who need help with their reading are identified quickly. They receive expert help from adults so

that they develop skills and confidence. This continues with group reading programmes as pupils become more fluent.

Pupils' attitudes across the school are highly positive. The school has clear and very effective plans to support pupils' behaviour. For example, pupils who access 'The Bridge' provision attend school with greater regularity and show positive attitudes. There is a relentless focus on ensuring that the needs of pupils are understood and met. This ensures that the benefits of the curriculum can be felt by all. For example, for some pupils with SEND, teachers are told what pupils like and dislike. This allows them to adapt lesson activities to engage the interest of these pupils.

A particular strength of the school is the development of pupils' resilience. The personal, social and health education curriculum focuses on ensuring pupils can express their ideas independently, confidently and respectfully. Pupils experience the reality of preparing for possible future careers through activities that are planned with local employers. Pupils are eager to take advantage of the rich variety of clubs on offer. For example, the Christmas showcase is a prestigious event in which many pupils participate. The impressive rehearsals seen by inspectors show that pupils are supported to perform at the highest levels.

Pupils regularly have the chance to celebrate the skills and talents of their peers. In the sixth form, students prepare for future options through a well-designed and purposeful programme. For example, progression modules are linked to local universities so that pupils experience the world of higher education. Many pupils leave the sixth form to enrol at prestigious universities across the country. There is equally strong support for pupils who wish to pursue other options. The school ensures that the support in place meets the needs and desires of the pupils at the school.

Trust leaders ensure that they receive clear information about the work of the school. They use this in effective ways to challenge the school to improve. For example, a recent focus on the performance of disadvantaged pupils has led to significant improvements in attendance and academic outcomes for these pupils. Staff are proud of the work that they do with students and pupils at the school. The support that they receive from school leaders is of an exceptional quality and allows them to meet the expectations upon them. Leaders and staff strive to improve their already first-rate work to reach even higher quality. This shows the high ambition, unity and togetherness evident at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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

<b>Unique reference number</b>	137352
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10315566
<b>Type of school</b>	Other secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	13 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,285
<b>Of which, number on roll in the sixth form</b>	198
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Daniel Quinn
<b>CEO of the trust</b>	John McNally
<b>Executive principal</b>	David Wadsworth
<b>Website</b>	<a href="http://www.shelleycollege.org">www.shelleycollege.org</a>
<b>Dates of previous inspection</b>	15 and 16 May 2013, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, there has been significant change in the leadership of the school and the school has joined the Share Multi-Academy Trust.
- The school makes use of three alternative provisions, all of which are registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the senior leaders at the school, including the principal, the executive principal and the CEO of the trust. Inspectors also spoke with leaders for the sixth form. Inspectors met with governors and trustees, including the chairs of these two bodies.
- Inspectors carried out deep dives in English, mathematics, science, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in music and physical education and visited lessons in these subjects, in addition to visits to design and technology lessons.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors met with leaders for careers, personal development and reading. Inspectors visited a sample of extra-curricular activities.
- Inspectors spoke to pupils, including single-sex groups, at social times and in more formal meetings.
- Inspectors met with leaders for the provision of SEND and spoke to leaders for behaviour and attendance. Inspectors also visited the specialist provisions that the school has set up to support pupils.
- Inspectors considered the views expressed in staff and pupil surveys and considered parents' views through Ofsted Parent View.

## Inspection team

Matthew Vellensworth, lead inspector	His Majesty's Inspector
Steve Willacy	Ofsted Inspector
Shelley Heseltine	Ofsted Inspector
Adam Ryder	Ofsted Inspector
Mike Kilgannon	Ofsted Inspector

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