

# Shelley College

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

**Inspection dates** 15–16 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Achievement of pupils		Outstanding 1
Quality of teaching		Outstanding 1
Behaviour and safety of pupils		Good 2
Leadership and management		Outstanding 1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding. Students make excellent progress in their studies and reach high standards in English and mathematics by the end of Year 11. The percentages of students, of all levels of ability, making expected progress in both subjects are much higher than usually seen. Similarly, the percentages exceeding the levels of expected progress are well above average.
- The progress of students known to be eligible for free school meals is also very impressive indeed and their attainment is much higher than the attainment of similar students across the country.
- Students are very well prepared for the next stage in their education and, through the school's own 'Entice' project, they are also exceptionally well prepared for the world of work.
- The quality of teaching is outstanding. Teachers know their subjects very well indeed. They also have an accurate understanding of how well their students are doing and where they need extra support. Lesson planning is based securely on this knowledge of students' current performance and leads to activities which meet their learning needs closely.
- Students are proud of the school. They behave well and sometimes outstandingly well in lessons and around school. Occasionally, a few students do not apply themselves fully to their learning and this results in a little low-level misbehaviour. Pastoral care is a strength of the school and disabled students in particular are cared for and supported exceptionally well.
- The very well-informed headteacher and committed senior leadership team have high ambitions for the school. They reject complacency and show great determination to drive forward improvements. Academic and pastoral managers share the same view of how successful the school can be. As a result, achievement continues to improve rapidly.
- Governors have an impressive understanding of performance in all areas of the school's life. They support the school to the full and challenge the leadership with rigour.
- The overall effectiveness of the sixth form is good. Sixth-form students mentor their counterparts lower down the school, support them in the classroom and are active in the paired reading scheme. Teaching in the sixth form is good but there is currently not enough outstanding teaching to ensure that the aspirations of sixth-formers are met as closely as they could be.

## Information about this inspection

- Inspectors observed teaching and learning in 43 lessons, taught by 43 teachers. Two lesson observations were undertaken jointly with senior members of staff. Inspectors also visited a year assembly and a tutor group session.
- They met with five groups of students, including students in the sixth form. They also had meetings with the Chair of the Governing Body and another governor. They had discussions with heads of subject departments, pastoral leaders, the special educational needs coordinator and senior leaders.
- Inspectors took account of 208 responses to the online questionnaire (Parent View) and of 53 responses to the staff questionnaire. Inspectors also spoke with several parents on the telephone.
- Inspectors observed the school at work and looked at students' files and exercise books during lessons, internal and external student progress and attainment data, school development planning and the school's procedures to help it gain an accurate view of its performance. They also scrutinised case studies of students whose circumstances make them potentially vulnerable and documentation in relation to child protection, safeguarding, behaviour and attendance.

## Inspection team

James Kidd, Lead inspector	Additional Inspector
Adrian Biddulph	Additional Inspector
Michael Blakey	Additional Inspector
Helen Gaunt	Additional Inspector
Pankaj Gulab	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized secondary school.
- The proportion of students supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below that usually seen.
- The proportion of students supported by the pupil premium, which is additional funding for those students known to be eligible for free school meals, those looked after by the local authority and those from service families, is well below average.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.
- Most students are White British and there are few students with English as an additional language.
- Small numbers of students visit Kirklees College to follow hair and beauty courses. In addition, students attend catering, and hair and beauty courses within the school.
- The school is a strategic partner in a Teaching School alliance led by Morley Academy in Leeds.
- Shelley College converted to become an academy on 1 September 2011. When its predecessor school, Shelley College – a Specialist Centre for Science, was last inspected by Ofsted it was judged to be good.

### What does the school need to do to improve further?

- Eliminate the small number of incidences of low-level disruption in lessons by ensuring that students apply themselves fully to their learning at all times.
- Increase the amount of outstanding teaching in the sixth form by asking students more challenging questions to further deepen their understanding and hence meet their aspirations even more closely.

## Inspection judgements

### The achievement of pupils is outstanding

- Although students' attainment on entry to Year 9 can vary from year to year, it is generally broadly average. In 2012 almost 90% of students made at least expected progress in English and mathematics and more than 40% exceeded the progress expected nationally. This excellent progress led to high levels of attainment in both English and mathematics by the end of Year 11. This represents outstanding achievement from students' starting points.
- Inspection evidence, including lesson observations, the scrutiny of students' work in lessons and a close consideration of the school's monitoring data of progress and attainment show that students in the current Year 11 are on course to reach high standards again. All 20 students who sat the GCSE mathematics examination in March made at least four National Curriculum levels progress, with half of them improving their performance by five levels. The school is careful about examination entry. In the words of senior leaders, 'We enter our students for examinations early but only when they are ready.'
- Achievement in the sixth form is good. Students make good progress in both years and attainment at A level is generally broadly average to above. In 2012 more than four fifths of students entered the university of their first choice.
- In the main school attainment in subjects other than English is also very impressive. In biology, physics and chemistry, for example, attainment is set to improve on last year and in all three subjects over 90% of students are showing the potential to reach grades A\*-C. There is a similar picture in both history and geography.
- Students known to be eligible for the pupil premium achieve outstandingly well. The attainment in both English and mathematics of students known to be eligible for free school meals is above that seen nationally and the gaps between their attainment and the standards reached by other students in the school are closing rapidly. This is the result of the effective use of pupil premium funding to ensure that students receive more support in lessons. The small numbers of students who attend alternative provision make the same outstanding progress as their peers.
- There is a similar picture for disabled students and those with special educational needs. In 2012, for example, students with a statement of special educational needs made some of the best progress in school. A minority of parents expressed the view that students with special educational needs are not supported well enough. Inspectors examined this closely and found no evidence to support this view.
- The majority of parents who responded to Parent View are satisfied with the progress their children are making. A significant minority do not believe that progress is good enough, but inspectors found it to be outstanding.

### The quality of teaching is outstanding

- Strong subject knowledge of teachers, warm relationships between students and teachers, and activities which meet the learning needs of students closely are the key features of the vast majority of lessons.
- Students are encouraged to find things out for themselves and they are given many opportunities to learn from each other through paired and group discussion. In addition, teachers ask challenging questions to encourage students to think more deeply about the topics they are studying.
- The teaching of mathematics and English is very effective indeed. As a result, students make outstanding progress and reach high standards in both these subjects. There is a strong focus on students' literacy development in all areas of the school: staff are always concerned to ensure that students understand the vocabulary which is specific to individual subjects and that they use it accurately and in context.
- Teachers encourage students to aim for the highest standards. In a Year 10 English lesson, for

example, the teacher announced at the very beginning of the session, 'Don't forget, we are all aiming for A and A\* grades here!' As a result, students gain in confidence and their progress accelerates. In this lesson students demonstrated their impressive levels of attainment when they defined 'neologisms', 'mild taboo' and 'rhetorical questions' correctly during their consideration of different language techniques in narrative.

- Similarly, in a Year 9 drama lesson realistic challenge and high expectations of what students can do resulted in students creating a sequence of images to explore the theme of 'trapped!' Students commented, 'We all feel we have contributed to this lesson and we are very proud of what we have done. There is no room for passengers here!'
- Teachers know their students very well indeed and lesson planning is based very closely on a thorough assessment of how well they are doing and, also, where they need extra help. Talented teaching assistants and other support staff ensure that students who sometimes find the work difficult make the same outstanding progress as their classmates. Students are aware of their target grades, have opportunities to assess the work of their peers and receive accurate advice on how they can improve their work further.
- Teaching in the sixth form is good and, on occasions, outstanding. The school recognises that even greater challenge for students in the classroom, particularly through questioning, will move more teaching to outstanding and thus meet their aspirations more closely.

### **The behaviour and safety of pupils are good**

- Students show pride in their school and feel safe there. They are positive about the work of the highly committed pastoral team, including year managers, who, they say, 'are approachable and support us if we have any problems'. The vast majority of parents who completed the online survey believe their children are safe and happy in school.
- Behaviour in lessons and around the school site is good and, on occasions, outstanding. Occasionally, in a small number of lessons, students do not apply themselves fully to their learning.
- Students are fully aware of how to stay safe when using the internet and they talk accurately about the dangers of cyber-bullying. They say that bullying in all its forms, including racism and other bullying based on prejudice, happens infrequently and is not a problem in school.
- The care, guidance and support for disabled students and for those whose circumstances make them potentially vulnerable are of high quality. Students in wheelchairs, for example, are supported exceptionally well and have the highest regard for the adults who work closely with them. The raising of students' confidence and self-esteem is seen as a vital element of support for all and is recognised by students experiencing difficulties. As one said, 'I like this school because they get me involved.'
- The school promotes students' spiritual, moral, social and cultural development well but, as yet, individual subjects do not evaluate the impact of their work to promote it. Students benefit from a wide range of extra-curricular activities and have a good awareness of the diversity in British society and of religions and cultures which are different from their own. There is a French exchange programme and students also visit Kenya to broaden their experiences of other cultures.
- The involvement of sixth-form students in supporting younger students is exemplary. They support students in the classroom, lead paired reading sessions and, as community sports leaders and higher sports leaders, coach students in a variety of sports. They are also employed as lunchtime supervisors and some are trained as peer mentors.

**The leadership and management are outstanding**

- The headteacher and senior team lead by example and their clear view of how the school can continue to improve is shared by staff, who make most positive comments about how effectively senior leaders are improving teaching and learning. Heads of department comment, 'Leaders support the staff and are so focused on ensuring excellence in teaching and learning.'
- Indeed, the sharing of good and exemplary classroom practice is of the essence and much in-service training is delivered by the staff themselves. Staff coach each other and heads of department have a perceptive awareness of how to judge the quality of teaching and learning with the utmost accuracy.
- The school knows itself exceptionally well and is honest in its judgements about its performance. For example, the curriculum is under continuous review and is modified whenever leaders feel it is not meeting the learning needs of students closely enough: the science curriculum has been amended this year to ensure that students continue to make excellent progress. The school's 'Entice' project matches students to local employers and ensures they are exceptionally well prepared for the world of work.
- Staff pay tribute to the quality and rigour of performance appraisal. They believe the system is utterly fair, yet also very challenging and based primarily on how they ensure that their students make the maximum progress.
- The school's promotion of equality of opportunity is of the highest order and it rejects all forms of discrimination. Safeguarding and child protection policies and practice fully meet current requirements.
- **The governance of the school:**
  - Governors have an outstanding awareness of the strengths and weaknesses of the school. They support the school to the full but are never afraid to ask searching questions of the leadership about students' progress and about how the school is attempting to improve the quality of teaching and learning.
  - The governing body ensures that performance appraisal arrangements are secure and that teachers only receive financial reward if they meet their classroom targets in relation to students' progress. Governors even visit school to attend lessons in order to give themselves an even greater insight into the teaching the students receive.
  - Governors are fully aware of how pupil premium funding is spent and they keep a close eye on the impact of this spending on the achievement of students known to be eligible for free school meals.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137352
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	419851

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	13–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1425
<b>Of which, number on roll in sixth form</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alwyn Cooper
<b>Headteacher</b>	John McNally
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01484 868777
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