

# Shelton with Hardwick Community School

## Inspection report

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<b>Unique Reference Number</b>	120850
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358858
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	Cheryl Thompson

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 of pupils on the school roll</b>	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Kingston
<b>Headteacher</b>	Miriam Elston
<b>Date of previous school inspection</b>	6 June 2008
<b>School address</b>	Low Road Shelton, Norwich NR15 2SD
<b>Telephone number</b>	01508 530331
<b>Fax number</b>	01508 530331
<b>Email address</b>	office@shelton.norfolk.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. Five lessons, two letter sound sessions and four parts of lessons were observed involving three teachers. Job share arrangements meant that one more teacher was not teaching in school on the days of the inspection. The work of teaching assistants supporting small groups of pupils and individuals was also observed. The inspector held meetings with parents, staff, members of the governing body and groups of pupils. The inspector observed the school's work and looked at school self-evaluation documents, data on pupils' progress, external monitoring reports and development planning. A wide range of documents relating to safeguarding procedures was scrutinised. Responses to the inspection questionnaire from 33 parents or carers were analysed as well as those from pupils.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are teachers making precise use of their assessment to set work which challenges pupils and moves them on at a good rate?
- Does teaching consistently motivate and engage boys in their learning to help them achieve as well as possible?
- What is the school doing to improve attendance, especially in the Infants class?
- How accurate is the school's self-evaluation?

## Information about the school

This is a much smaller than average primary school serving the villages of Shelton and Hardwick and the surrounding area. Numbers on roll have more than doubled since the last inspection. Since January 2009, there has been a new partnership headteacher, complete change of teaching staff and almost all governors are new to the school. The school is in partnership with another small school nearby. They share the same headteacher, although each school has its own budget and governing body. The headteacher spends two days per week at this school.

Almost all pupils are White British with, currently, twice as many boys as girls on roll. The proportion of pupils known to be eligible for free school meals is a little above average. The proportion of pupils with special educational needs and/or disabilities is below average and, currently, there are no pupils with statements of special educational needs.

There are two classes, the 'Infants' class for Year 1 and 2 and 'Juniors' for Years 3, 4, 5 and 6. Children in the Early Years Foundation Stage (Reception) are in the 'Infants' class with Year 1 and Year 2 pupils.

The school has attained Healthy School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory education for its pupils. Its effectiveness is improving and it has strengths in its provision for pupils' personal development.

Pupils' attainment is broadly average. Their progress is satisfactory and improving most noticeably in Years 5 and 6. Pupils who have special educational needs and/or disabilities make satisfactory progress.

Pupils say they enjoy school, like their teachers and the range of school clubs and, especially, the residential visits.

Behaviour is good. Pupils have a good understanding of right and wrong and what constitutes 'good' behaviour. They enjoy taking on a wide range of responsibilities around the school. Older pupils have well-developed social skills and good manners.

Strong links with the partnership school and sports partnerships have a positive impact on teachers' professional development as well as wider opportunities for pupils to enjoy opportunities such as a range of sports and residential visits.

Teachers manage the task of teaching a wide age and ability range satisfactorily. They do not always make the most effective use of time and teaching assistants. Their expertise in precise assessment is developing well. However, they are not routinely using this information to plan work to challenge pupils in each year group, especially the more able.

The capacity for sustained improvement is satisfactory. The partnership headteacher and assistant headteacher have a satisfactory understanding of the strengths and weaknesses in the school's provision. Monitoring is undertaken but is not rigorous and regular enough. For example, leaders and managers have not analysed how the school day is organised in sufficient depth to pick up where time is being wasted, and inconsistencies in lessons between the amount of teacher input and time for pupils to work.

Links with parents and carers are good. For example, parents and carers play an important role in hearing their children read at home.

Good systems identify groups or individuals whose circumstances may make them vulnerable. These pupils receive good, sensitive support and encouragement to ensure good self-esteem and that they confidently take part in all school activities. Pupils are known very well so any unhappiness or uncharacteristic behaviour is noted quickly and something done about it. Pupils are confident that they are safe at school and have a good understanding of how to keep themselves safe, fit and healthy.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve teaching to a consistently good level in order to increase pupils' progress and raise attainment further by:
  - making more precise use of assessment to plan lessons which are closely matched to pupils' abilities, especially the more able
  - making more effective use of teaching assistants by giving them precise instructions about how they are expected to help pupils learn
  - increasing the pace and challenge in lessons.
- Improve school organisation to make best use of teaching time and resources, by:
  - monitoring the start of school days, lessons and the organisation of the outdoor provision for the youngest children regularly and rigorously
  - keeping a profitable balance between teacher input and time for pupils to work independently
  - increasing the rigour and regularity of monitoring of lessons and pupils' learning
  - using the outcomes from monitoring to set clear, measurable targets for improvement that will have the maximum impact on pupils' progress and attainment
  - setting timescales for improvement so that the governing body can hold the school to account for progress towards these targets.

## Outcomes for individuals and groups of pupils

**3**

As there are usually very small numbers in each year group, attainment on entry to Reception can vary considerably from year to year but, over time, it is generally around that expected for children's ages. Attainment at the end of Year 6 is broadly average but seen to be improving. Current Year 6 attainment is a little above average, reflecting pupils' satisfactory progress overall with a majority making better than expected progress from their starting points. School data indicate that the rate of progress is improving, particularly when teaching is more focused for Years 5 and 6. Pupils with special educational needs and/or disabilities also make satisfactory progress. In the main, they receive appropriate support to help them consolidate basic English and mathematical skills. On occasions, the work they are set does not provide sufficient challenge and teaching assistants have not been guided to, for example, ask leading questions to develop learning further. More able pupils make satisfactory progress, though occasionally, when tasks lack challenge they, also, do not extend their learning.

Pupils, and boys especially, enjoy learning when the pace is brisk and they do not have to sit for too long either reading, or listening to their teachers in lesson introductions. For example, in the focused teaching time for Year 5 and 6, pupils demonstrated good levels of concentration when they were given the task of using different methods to find the difference between decimal numbers such as 2.96 and 3.27. Most could explain how they had used different methods to find their answers. When working outside to measure and compare the length of each other's stride and jump from standing, they worked very responsibly together to achieve the task.

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Pupils' personal qualities develop well as they move through the school. They say they like school and like their teachers. As pupils said, 'The school is a very friendly place.' Older pupils have well-developed social skills and a mature respect for the opinions of others. Pupils take pride in cultivating their school garden and enjoy taking part in the potato growing competition. All pupils are keen to contribute to school council meetings and know that their ideas are respected and acted upon. Older pupils take responsibility as buddies to the younger pupils when they go to play on the field, as well as organising fundraising activities for national charities. They have a satisfactory understanding of their personal targets and what they have to do to improve further.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

There are good relationships between staff and pupils. Good use is made of interactive whiteboards to reinforce learning. In parts of lessons where there is a focus for particular year groups, there is a good level of challenge and a productive balance between teachers talking and pupils having time to work independently. These parts of the lessons move at a brisk pace. More typically, however, the pace is slower and teaching assistants are not always deployed efficiently to ensure pupils make optimum progress. In the 'Junior' class during the start of the morning activities, time is wasted because there is insufficient challenge for the great majority of pupils.

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Teachers are beginning to use precise assessment to plan future lessons but this does not always identify in detail what it is different groups of pupils are expected to have achieved by the end of the lesson. Consequently, on occasions, there are lessons which do not challenge more able pupils to think hard and lessons where teaching assistants lack precise direction to ensure groups they are supporting can make optimum progress. Nonetheless, pupils' work is marked well with very helpful comments as to how they can improve.

As the school has grown in numbers, the curriculum is developing to meet the needs of two classes with an organised programme of topics. There are satisfactory links between subjects and suitable visits made to enrich learning. Opportunities for pupils to use and develop their information and communication technology (ICT) skills have increased with the recent addition of a good number of laptop computers. Pupils make good use of these, for example, in presenting their work, practising multiplication tables and for internet research. Pupils learn French and German during their time in school. There are good opportunities within the curriculum for pupils to develop their understanding of how to keep themselves safe and healthy. Sports partnerships, links with the partnership school and good community links have a significant impact on pupils' good levels of sporting skills and how to keep themselves safe. The good and well-organised range of clubs has a high take-up rate and is much appreciated by pupils. Visits to places of interest undertaken with pupils of the partnership school and visitors to the school have a good impact on pupils' knowledge of cultures other than their own.

Pupils are known well by all staff, and any unhappiness or difficulty in learning is quickly noted and appropriate solutions found. The school makes good use of specific extra funding to ensure all pupils have equal opportunity to take part in clubs and visits and are fully included in all the school has to offer.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is a shared vision for the school's success and its development within its partnership and the community. The growth in numbers, the appointment of a new headteacher, and changes to teaching staff and the governing body have been managed well. The pace at which development and improvement is driven, though satisfactory, is constrained by several factors. Job-share arrangements and the lack of availability of staff to cover whilst the assistant headteacher monitors provision, mean that she has not had enough time to monitor rigorously. The partnership headteacher has monitored teaching but there is not a comprehensive, crystal clear understanding of the strengths and weaknesses of the

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provision. Consequently, school improvement planning based on this monitoring, though satisfactory, lacks detailed targets and timescales, so is not precise enough to bring about improvement at a good rate.

Governance is satisfactory. The governing body is developing its understanding of its roles and has made a good start finding out about what goes on in school and raising questions. However, governors do not yet hold the school sufficiently to account for its progress in meeting its targets. They have a good understanding of safeguarding requirements. Consequently, the school's safeguarding procedures are good, updated regularly and known by all. All staff have undertaken training for child protection and first aid. Community cohesion is satisfactory. It is strong within the school and locally, but the development of further national and global links is at an early stage. Equality of opportunity is promoted well.

The partnership headteacher has taken a successful, firm approach in expecting parents to avoid keeping their children off school unnecessarily, especially in the 'Infants' class. This has improved attendance considerably so that it is now broadly average. The good system for tracking pupils' progress and setting targets is beginning to be used well to highlight pupils who are not making expected progress and providing extra support. The one-to-one tuition funding has been used very effectively to help individuals make good gains in their learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children enjoy coming to school, settle well and have very positive and mature attitudes to the activities they undertake. Their levels of knowledge, skills and understanding are above those typical for their age. They talk at length about what they are doing and have



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well-developed vocabularies. All know some letter sounds and almost all can use them to sound out words to help them read and spell.

They take turns happily and are pleased to help one another, for example in floating and sinking 'pirate' activities or riding bicycles and scooters. In sessions observed, teaching was satisfactory and progress satisfactory rather than good because many of the planned activities were insufficiently challenging to extend the learning of these able children. The majority of children made sound progress in developing and using their knowledge of letter sounds.

There has been good, recent improvement in the resources for outdoor learning activities. However, there has not been enough rigour to the monitoring of the use of these resources and the overall provision for the Reception children. Consequently, teaching assistants are not always given precise instructions nor deployed effectively to be able to support children's learning and development with confidence.

Parents and carers are welcomed warmly into school. They are helped and encouraged to contribute to their children's learning, especially with reading.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

There was a high return of the questionnaire with just over four-fifths of parents and carers responding. All agreed that their children enjoy school and are kept safe. A very large majority agreed that they are happy with their child's experience at the school. Parents' and carers' main concern was that the school does not deal effectively with unacceptable behaviour. This concern was followed up during the inspection. Discussions with pupils indicated that they are very confident that staff will 'sort out' any poor behaviour. They are positive that there is no bullying in the school and that they feel safe. They are confident that, should they have a concern, staff will help them. During the inspection, pupils' behaviour was consistently good in lessons, at playtimes and around the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shelton with Hardwick Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 33 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	67	11	33	0	0	0	0
The school keeps my child safe	21	64	12	36	0	0	0	0
My school informs me about my child's progress	17	52	14	42	2	6	0	0
My child is making enough progress at this school	14	42	16	48	1	3	0	0
The teaching is good at this school	15	45	15	45	1	3	0	0
The school helps me to support my child's learning	9	27	21	64	3	9	0	0
The school helps my child to have a healthy lifestyle	16	48	15	45	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	48	14	42	0	0	0	0
The school meets my child's particular needs	17	52	12	36	2	6	0	0
The school deals effectively with unacceptable behaviour	14	42	11	33	7	21	0	0
The school takes account of my suggestions and concerns	17	52	12	36	4	12	0	0
The school is led and managed effectively	18	55	13	39	1	3	1	3
Overall, I am happy with my child's experience at this school	23	70	7	21	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 June 2011

Dear Children

**Inspection of Shelton with Hardwick Community School, Norwich, NR15 2SD**

Thank you for welcoming me to your school and for sharing your thoughts and ideas about it. This helped me to make judgements about your school, which is providing you with a satisfactory education. These are some of its strengths.

You all enjoy school and feel happy and safe.

Your behaviour is good and you work and play together happily.

You are good at helping around school and in your community.

You are well looked after by the staff.

There are some key areas where the school can improve. I have asked your headteacher to do the following things.

Help you to make faster progress.

Make sure that teaching is always at least good.

Work with the assistant headteacher to check on the school's work more carefully, so that they can then make detailed plans to bring about improvement.

You are positive about learning and I was impressed with your good manners and how welcoming you are to visitors. I hope that you will continue to keep up your attendance.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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