

Shelton Junior School

Inspection report

Unique Reference Number	112983
Local Authority	Derby
Inspection number	357243
Inspection dates	4–5 July 2011
Reporting inspector	John Horwood

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Suzanne Stainer
Headteacher	Steve Jones
Date of previous school inspection	8 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by 11 teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 73 questionnaires from parents and carers, 26 questionnaires from staff and 89 questionnaires from pupils were scrutinised.

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

- What is the current progress being made by pupils and are there any significant differences between that of groups of pupils?
- What are the key strengths in the provision of care, guidance and support?

Information about the school

This is a larger than the average sized primary school. Pupils are taught in single age group classes. Most pupils are from White British backgrounds. A very small proportion of pupils are from minority ethnic groups and a few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below that in most schools, and very few of these have a statement of special educational needs. The proportion known to be eligible for free school meals is above average. Amongst the recent awards obtained by the school are the Healthy Schools Award (Enhanced) and the Basic Skills Quality Mark.

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

Shelton Junior provides a satisfactory education. It is an improving school where there is an increasing proportion of good teaching. Pupils make satisfactory progress during their time at the school and attain the expected skills by the time they leave. The school provides good care, guidance and support for all its pupils. This is particularly true for pupils who have special educational needs and/or disabilities as well as those who are potentially vulnerable because of their circumstances. The school works well with a wide range of support agencies and with parents and carers to ensure these pupils get the help they need. One parent or carer wrote 'The school has supported our child well and the headteacher and staff appear to be united in their quest for the betterment of each child in the school.'

There are many strengths within the teaching and lessons are mainly good. However, the impact of this good teaching is not consistent because planning does not always ensure that lessons build on prior learning to enable pupils to make good progress over time. Although pupils are given targets to reach in lessons these are not always clearly identified and sufficiently challenging. There are, however, some examples of good and outstanding practice in this aspect of the school's work. The monitoring of teaching and of progress has not been sufficiently linked by school leaders to enable them to understand what teachers need to do to improve pupils' progress. Systems to monitor the impact of the improvements in teaching are underdeveloped.

Pupils' personal skills, including their spiritual, moral, social and cultural development, are provided for well within the good curriculum. Pupils have a good understanding of other faiths and cultures and through partnerships with other schools have good opportunities to meet pupils from different backgrounds. Their moral and social skills are evident through their good relationships and the good behaviour of the vast majority of pupils. Pupils also have a good understanding of how to live a healthy lifestyle and how to keep safe. They use their social skills well to participate in activities in the local community and their understanding of moral issues was clearly demonstrated in a well-organised assembly, led by a Year 4 class, about the importance of recycling.

The current senior leadership team contains a good mixture of experience and new skills. Continuity has been affected by the secondment of the previous deputy but an effective team is now securely in place. They have ensured that satisfactory progress has been made on issues identified during the last inspection and the quality of teaching and the progress made by pupils is improving. There have been noticeable improvements in attendance and behaviour. The school's self-evaluation is very accurate, demonstrating that the key areas which need to be developed are identified. The school has a satisfactory capacity to improve.

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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.

What does the school need to do to improve further?

- Ensure that teachers consistently use their prior knowledge of pupils' attainment to plan and set challenging targets so that pupils make as much progress as they are capable of.
 - Ensure that leaders at all levels have a clear understanding of what teachers need to do to maximise pupils' progress and put in place robust systems to monitor the effectiveness of their actions.

Outcomes for individuals and groups of pupils

3

Pupils make satisfactory progress from their broadly average starting points. There are variations in the progress made by some groups of pupils and in some subjects. None of these variations are consistent from year to year. Learning is made to be fun through a developing creative curriculum. Pupils thoroughly enjoyed a Year 5 literacy lesson where they were producing paragraphs for a tour guide to Eyam. This lesson followed a visit to Eyam the previous week and there had clearly been a memorable impact of the issues around this plague village. The teacher took full advantage of pupils' interest and generated an air of excitement and enthusiasm within the classroom supported by a good pace and challenging tasks. A strong feature of many lessons is the use of information and communication technology (ICT) to support learning. In all lessons teachers and pupils enjoy good relationships based on mutual respect and regard. In the less successful lessons the planning does not clearly provide links between the activities and the learning objectives. The expectations of pupils are not always high enough and the pace of learning is not always sufficient to keep pupils fully on task.

Pupils with special educational needs and/or disabilities make satisfactory progress because their needs are identified early and they are given focused help both in the classroom and in small group activities which accelerates their learning. Within English and mathematics there is a nurture group for pupils from Years 3, 4 and 5 which enables very effective support to be provided for those who need it.

Pupils' behaviour is good both in lessons and around the school. Pupils say that it is only a small number of pupils who behave poorly and that teachers deal with any problems well. This is reflected in the questionnaires from parents and carers, pupils and staff; all agree children are safe in school. Pupils have lots of opportunities to take responsibility, including being a member of the school council or being a playground pal. They are always offering to help during lessons. They contribute to wider communities through many initiatives including supporting the Easter Fayre, harvest parcels and donating unwanted uniforms to schools in Honduras. Pupils' spiritual, moral, social and cultural development is good. They play and work together well with pupils from a range of backgrounds and they learn about other faiths and cultures through the curriculum and through visiting other schools. Pupils understand about leading a healthy lifestyle and, as one parent said, 'Our son really enjoys the "Healthy Sheltie" incentive scheme.' Pupils' attendance is similar to that in most schools and because their attainment is broadly average they are satisfactorily prepared for their future economic well-being.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is improving and many lessons are good. Teachers have good subject knowledge, make good use of ICT to support their teaching and they involve pupils in using the interactive whiteboards during the lessons. The use of assessment systems to match work to pupils' abilities is variable. Planning does not always build on prior learning sufficiently to ensure pupils make good progress over time. The use of targets and learning objectives varies. It is always at least satisfactory and is better in mathematics than in English. Marking of pupils' work is regular but does not always tell pupils how to get to the next step in their learning. There are, however, examples of outstanding marking with clear follow-up by teachers and the requirement for pupils to edit their work. Teaching assistants work closely with pupils who need extra help, including those with special educational needs and/or disabilities to make sure they understand the tasks and can make the same progress as others. Teaching is supported by a good curriculum which itself is improving as it moves to be more creative and stimulating. Specialist teachers are employed to deliver subjects such as art and music. There is a wide range of enrichment activities including curriculum-linked visits to places like Eyam and a trip to France to experience a different culture and background. The opportunities for sport are good with a high take-up for activities including rugby, basketball, boxing and street dance.

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Pupils, and parents and carers agree that pupils are well cared for in school. An example of this is how the school has provided a recreational area where pupils can sit and relax outside in a pleasant environment which is also used for them to do gardening activities. Pastoral care is good throughout the school. Pupils with special educational needs and/or disabilities are integrated well in lessons and the provision for these pupils is managed well. Good partnerships with external agencies provide additional support for pupils' academic and social needs. School records show that there are very effective links to support those pupils whose circumstances may make them vulnerable. Pupils transfer to a wide range of secondary schools and good liaison takes place to support a smooth transfer. The procedures for promoting improved attendance and behaviour are having a good impact. The care provided is enhanced by a breakfast club that is managed very well and the work of the learning mentor.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads a united team of staff who share the same vision for supporting every pupil. The school development plan is focussed on raising pupils' achievement and most systems are embedded to secure improvement, although more development is needed on procedures to link pupils' progress and teaching. They have only had a satisfactory impact on improving teaching because the overall monitoring of classroom practice is insufficiently focussed on pupils' outcomes and the progress they make term by term. The leaders have introduced regular meetings to review pupil progress to improve this situation. Governance is satisfactory. Members of the governing body are dedicated and are very active within school. They fully support the headteacher's drive for improvement and work well with the school to achieve it.

The effectiveness with which the school promotes equal opportunities is satisfactory. There is no evidence of any discrimination and pupils say that they are all treated fairly. All pupils have the same opportunities within lessons and other school activities. Safeguarding arrangements are good. Records of the suitability of all staff to work in the school are maintained well and there is a comprehensive range of risk assessments in place. The child protection procedures are very effective and staff are very good at identifying any concerns at an early stage. The leaders know their community well based on a clear audit they carried out. They have established good links within the local community and are reaching out to areas beyond so that pupils have more direct contact with those from different backgrounds. There are productive links with several other schools to support this. The strong impact of this work is seen in how willing pupils are to help others and respect their differences.

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These are the grades for leadership and management

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

Views of parents and carers

Around 28% of parents and carers returned questionnaires. Parents and carers are satisfied with the school. A small minority think that unacceptable behaviour is not managed well or that their children's needs are not fully met. Inspectors found both aspects to be good as a result of improved procedures. A few parents and carers made written comments such as, 'Without exception the staff are friendly, approachable and staff/pupil relationships are excellent' and, 'I am absolutely delighted with the progress my daughter has made. The school is very well run by a good headmaster and teaching staff.' A very few parents and carers had individual concerns which were all considered as part of the inspection process and contributed to the overall findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shelton Junior 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 inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	60	24	33	4	5	1	1
The school keeps my child safe	51	70	22	30	0	0	0	0
My school informs me about my child's progress	34	47	36	49	2	3	0	0
My child is making enough progress at this school	43	59	25	34	5	7	0	0
The teaching is good at this school	44	60	26	36	3	4	0	0
The school helps me to support my child's learning	36	49	32	44	4	5	1	1
The school helps my child to have a healthy lifestyle	34	47	36	49	1	1	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)	35	48	33	45	1	1	0	0
The school meets my child's particular needs	38	52	28	38	5	7	0	0
The school deals effectively with unacceptable behaviour	29	40	35	48	2	3	3	4
The school takes account of my suggestions and concerns	24	33	40	55	2	3	2	3
The school is led and managed effectively	37	51	27	37	3	4	3	4
Overall, I am happy with my child's experience at this school	44	60	22	30	5	7	2	3

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 July 2011

Dear Pupils

Inspection of Shelton Junior School, Derby DE24 9EJ

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you and looking at the work you do. Your school is giving you a satisfactory education.

There are many things we admire about your school and these are a few of them.

You feel very safe in school and have good relationships with each other and with adults.

You enjoy school and attend regularly.

You told us that most pupils behave well and we saw this for ourselves.

You all make satisfactory progress as a result of improved teaching.

Adults look after you well in school.

Mr Jones has supported improvement of the site so that you have good facilities for play and for social activities within the garden area.

These are the things we have asked the school to do to make it even better.

Ensure that teachers always use their knowledge of your skills to plan and set you challenging targets to help you make as much progress as you can.

Ensure that everyone involved in leading the school has a clear understanding of what teachers need to do to help you make as much progress as you can, and to ensure that systems are in place to monitor how effective these actions are.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood

Lead inspector

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