

# Shelton with Hardwick Community School

Low Road, Shelton, Norwich, NR15 2SD

**Inspection dates** 16–17 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- All pupils are making at least good progress in reading, writing and mathematics.
- Disabled pupils, those who have special educational needs and those known to be eligible for the pupil premium make very good progress. This is because their needs are checked carefully and the right extra help provided.
- Pupils who find academic work relatively easy are given harder tasks so that they, too, make rapid progress.
- Teaching is good. Careful planning means every pupil has work at just the right level.
- Teaching assistants play an important part in the good progress of pupils they help.
- Staff and pupils care for one another and create a very harmonious community. Parents and pupils both say pupils feel safe. One pupil said, 'I was bullied in my old school, I moved here and my whole life was changed.'
- Pupils say they enjoy the curriculum because it is interesting and fun.
- The school's leaders know the school well and have built on its strengths and tackled its weakness, including those in teaching. The school has improved since the last inspection.
- Staff have a good understanding of how well pupils are achieving. This is used effectively to see staff are given the training and support they need to form an effective team.

### It is not yet an outstanding school because

- Improvement plans lack clarity and need firmer time limits. Governors do not challenge the school enough, nor play a full part in long-term planning. Decisions are not closely enough linked to pupils' progress.
- Information and communication technology (ICT) is not used enough for pupils to develop the skill levels they need in the future.

## Information about this inspection

- The inspector observed eight lessons and all teachers teach. All were joint observations with the executive headteacher or assistant headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to a sample of pupils read.
- The inspector held discussions with pupils, the executive headteacher, the assistant headteacher, other staff, governors, parents and a representative of the local authority.
- There were not enough responses to the on-line questionnaire (Parent View). The inspector spoke to two parents and took account of the school's own survey of parents and carers. The responses to six staff questionnaires were also considered.
- The inspector observed the school's work and looked at a number of documents including: the school's own data on pupils' progress; planning and monitoring documentation; the school's self-evaluation; the records of how the school uses its funding, especially how the money from pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller-than-average primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (the extra government funding for children in local authority care, those known to be eligible for free school meals, and children of service personnel) is well above average.
- The proportion of pupils supported through school action and school action plus are both well above average. No pupils have a statement of special educational needs.
- Pupils are taught in two mixed-aged classes, one for four to seven year-olds and the other for seven to 11 year-olds. There are three times as many boys as there are girls in the school.
- The school is in partnership with another primary school and shares a headteacher.
- The school does not make use of any alternative provision for any of its pupils.

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

- Sharpen leaders' strategic focus so that:
  - school improvement planning has measurable targets and is time referenced
  - governors ask more searching questions so that they have the information they need to play a full part in long-term planning
  - outcomes are more precisely linked to pupils' progress.
- Increase the opportunities for pupils to use information and communication technology (ICT) in the subjects they study by ensuring:
  - pupils have adequate time to practise and refine their skills
  - greater integration into other subjects so pupils understand the importance and relevance of ICT in everyday life.

## Inspection judgements

### The achievement of pupils is good

- Shelton with Hardwick is a very small school with an average of about five pupils in each year group. Because of this, results of tests vary greatly from one year to the next.
- When children start the school, their skills and range of experiences vary greatly. Of those in the school now, about three quarters started school with skills below, or well below, those expected for their age. The skills of the remainder were broadly at the expected level.
- A good balance between adult-led activities and those they choose for themselves means that the youngest make good progress. They enjoy lessons and develop good learning habits, to some extent because they learn from watching older pupils in the class.
- Partly because of recent improvements to the organisation of learning activities and structure of the day, pupils in Years 1 and 2 also make good progress. Tests show that Year 2 pupils have achieved well and are broadly average in reading, writing and mathematics.
- Progress continues to be good or better through Years 3 to 6 because tasks are matched carefully to each pupil's levels so that learning builds effectively on their prior knowledge.
- Writing is a focus because accurate analysis has shown that some older boys reach higher levels in factual than fictional writing. Realising this, lessons are planned to 'grab' their interest. For example, objects were hidden in the school grounds. Pupils had to find them and write a description so others could guess them. All enjoyed the task and produced high quality writing.
- Pupil premium funding is spent effectively on individual and small group work tailored to specific needs. As a result, these pupils make very good progress and reach levels similar to other pupils.
- The small class sizes benefit all pupils, but particularly disabled pupils and those who have special educational needs, and those who are gifted or talented. Despite the small number of girls, they make equally good progress as boys because tasks interest and challenge them too.
- Reading standards are improving because how to link letters to the sounds they make (phonics) is taught more systematically. Pupils' progress is regularly assessed and groups changed so that all pupils learn at the right level.
- Basic skills develop well, particularly as pupils have many opportunities to practise them in other subjects. However, this is not the case in ICT where pupils' skill levels are lower.

### The quality of teaching is good

- Teachers make sure everyone is fully involved in learning. As girls are in the minority, teachers deliberately direct questions to them and regularly give them leadership roles.
- Lessons are planned meticulously, particularly to ensure that all ages and ability levels are catered for accurately. However, how ICT will be used to support and extend pupils' learning is not a regular feature of lesson planning.
- No time is lost and learning is at a good rate because pupils are focused on their work. In many

lessons, the level of challenge is always enough to enable pupils to do well. This is particularly so in the eldest class where the teacher uses questions to regularly check pupils' progress. If they have understood, she gives them a more advanced task straight away.

- Progress is particularly rapid when teachers respond to pupils' answers with extra, probing questions to make them think deeper. Extra questions, too, such as, 'The bottom was smooth, what do you think would happen if it was rough?' in a science investigation cleverly ask pupils to use their knowledge to predict and hypothesise.
- Teachers draw all pupils into the discussion, using a 'no hands' approach so that everyone concentrates in case they are asked. Because pupils listen and co-operate very well, 'talk partners' are used effectively to extend and consolidate pupils' thinking.
- Pupils have a good sense of what they have achieved and what are their 'next steps' in learning. Marking is clear and the recent innovation of the 'purple pen question', where the teacher suggests how to extend the work, is beginning to have a positive effect. Pupils say they find this helpful. They particularly enjoy the regular chance to sit down with their teacher, look at the progress they are making and talk through any problems with their learning.
- Homework is very effective because pupils extend and explore some aspect of the week's work that has particularly interested them in their 'learning logs'. They work at their own levels and choose how to present their work themselves, developing their self-organisational skills well.

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

- The school largely meets its aim to 'foster confident, capable and independent learners in a caring atmosphere'. Pupils willingly accept responsibility and almost all thrive on opportunities to work together and find their own solutions to problems.
- Pupils are very proud of their school and say that staff give them a real part to play in it. The school council makes practical suggestions that affect their everyday life. Asked how the school could be improved, one pupil said, 'Make the school day longer so we have more time here.'
- Relationships between staff and pupils are outstanding and pupils work very co-operatively with each other. Because teaching assistants are also midday supervisors, they know the pupils particularly well and quickly notice any worries.
- Parents, carers and pupils agree that behaviour is good because pupils know what is expected of them, and that all staff will apply rules consistently. On the rare occasions when a pupil struggles to behave, good support from staff and other pupils quickly rectifies the situation.
- Pupils have a thirst for learning. They listen attentively and offer their thoughts willingly. In the youngest class, a pupil looked at a series of numbers and said, 'I've spotted a pattern!' which he proudly explained to his peers.
- Pupils take great care of one another. They have a marvellous approach, sharing common values as a group and expecting all individuals to play their part in the school community. One pupil said, 'I nearly cried when I came here, everyone was so nice.'
- School, parents and carers work closely together and, as a result, attendance has improved and is broadly average. Punctuality, especially given that most pupils live a relatively long way from

school, is good.

## **The leadership and management** are good

- Leaders know what they want to do and how they want to do it. The vision is clear. Leaders are aware that, for the school to become outstanding, the targets that they set need greater clarity so that progress towards them, and when they are achieved, can be better measured. Leaders also acknowledge that these targets need to be more closely linked to pupil progress, and time frames need to be clearer and rigorously adhered to.
- Staff are held to account. They know what is expected of them. Equally, staff know they will receive the support and training that they need.
- Staff regularly meet with leaders to check how each pupil is doing. Extra support is planned for those in danger of falling behind or those capable of more. This is checked again later, to see it is working.
- Much in the curriculum is excellent, particularly the wide range of interesting activities. Topics start with a memorable 'key' to open up the learning, such as when the pupils joined those of their partner school to re-create an historic battle. They end with a 'lock' to check learning and understanding.
- Pupils' spiritual, moral, social and cultural development is good. A strong sense of community is particularly evident. The whole school works together very effectively. The school makes sure every pupil has similar chances to enjoy all it has to offer, and that no one is discriminated against.
- Pupils benefit from the positive relationship between school and parents. Parents' opinions are valued. Attendance rewards, for example, changed as a result of their suggestion and attendance improved because pupils found them far more of an incentive. One parent stated, 'It is a brilliant place, I'd recommend it to anyone.' The 'Friends' are seen as vital to the work of the school, promoting a sense of community.
- Effective partnerships enable staff to collaborate increasingly, for example to share expertise. Training with local schools is seen as particularly useful.
- The local authority provides good support through the regular visits that help leaders focus on important areas for school improvement.
- **The governance of the school:**
  - The governing body know the school well. Good quality training means that they are increasingly well informed. They are very supportive and appreciative of everything the staff do, but rarely ask the questions that would help them make more informed planning decisions. Finances, though, are very carefully managed and premium funding allocated well. Governors meet statutory requirements, including those for safeguarding. Clear targets are set for the headteacher and they increasingly check arrangements to improve the performance of staff and links to pay.

## 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>	120850
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405969

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Kingston
<b>Headteacher</b>	Miriam Elston (Executive headteacher)
<b>Date of previous school inspection</b>	23-24 June 2011
<b>Telephone number</b>	01508 530331
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