

# Shelley Primary School

Wickhurst Lane, Broadbridge Heath, Horsham, West Sussex RH12 3LU

## Inspection dates

5–6 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders, ably led by the headteacher, have high expectations and a clear vision for the school. Their actions have brought about many improvements since the previous inspection.
- The quality of teaching across the school has improved and is good. Leaders' actions have brought about greater consistency and better outcomes for pupils.
- Teachers have high expectations of pupils. They use questioning well to check on pupils' understanding and to help them think carefully about their learning
- Senior leaders place a high priority on the well-being of both pupils and staff. This leads to a happy, harmonious community, where all feel valued. Staff morale is high.
- The development of pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of the curriculum and is a strength of the school.
- Children get off to an excellent start in the early years. A carefully tailored curriculum and outstanding teaching ensure that children make very strong progress, whatever their starting point.
- Pupils have exemplary attitudes to learning. Their behaviour is impeccable. They are confident and work hard to achieve their best. Their love of learning leaves no room for distraction or disruption in lessons.
- Safeguarding is effective. Children are safe and well cared for at this school. Governors know the school well. They reach their view of the school using a range of information including their own regular visits.
- The information that senior leaders provide to governors about pupils' outcomes lacks clarity. It does not convey a clear picture of how well groups of pupils are currently achieving.
- Pupils in the school are mostly making good progress in reading and writing. However, pupils are currently achieving less well in writing in the lower part of key stage 2.
- Outcomes in mathematics have not been as strong as in English although they are improving this year. At times teachers do not move pupils on to more challenging work when it is clear that they have understood.

## Full report

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

- Further improve the quality of teaching, learning and assessment and raise outcomes by ensuring that:
  - teachers have consistently high expectations of what pupils can achieve in mathematics, so that pupils move on to more challenging work as soon as it is clear that they have understood
  - pupils, especially in Years 3 and 4, have regular opportunities to apply their knowledge of grammar, punctuation and spelling in extended pieces of writing.
- Ensure that governors receive clear information about how well groups of pupils in all year groups are achieving, so that they can monitor the impact of senior leaders' actions more closely and hold them more stringently to account.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders and governors share a clear vision for the school with the school values of aspiration, respect and togetherness at the heart of its work. They have a clear understanding of the strengths of the school and areas for further development. Their actions have resulted in many improvements since the previous inspection.
- Senior leaders understand what comprises effective teaching and learning. They accurately evaluate not only the positive aspects of teaching and learning, but also where improvements could be made.
- New systems of planning, teaching and assessment introduced by the headteacher and senior leaders have resulted in greater consistency across the school. This has led to more effective teaching and learning.
- Senior leaders have high expectations of teachers and support staff. Where teaching has not been as strong as leaders expect, staff have received guidance and support to improve their practice. This has led to ongoing improvements in teaching.
- Senior leaders provide teachers and support staff with regular training and professional development. Teachers value this and explain how it has led to greater consistency in teaching across the school, as well as improvements in their own practice.
- The well-being not only of pupils, but also of staff, is an important consideration for senior leaders. Leaders take time to discuss new policies or strategies with staff and consider their views before implementing important changes. For example, the school's revised marking policy was introduced after consultation with staff. One said, 'Recent changes in our marking and feedback policy have greatly reduced teachers' workload and have had a very positive impact on the children and their progress.' Another agreed with this and added, 'School staff work collaboratively and support each other... There is a strong culture of respect between all staff members.'
- Middle leaders have been a focus for development this year. They undertake a range of activities to evaluate provision in their subject and use the evidence gained to shape plans for further improvement.
- The inclusion lead/special educational needs coordinator (SENCo) is ambitious and determined to ensure that all pupils with special educational needs and/or disabilities (SEND) make good progress. There is a wide variety of interventions in place and suitable training for all staff. As a result, these pupils achieve well from their starting points.
- The curriculum is broad, interesting and designed with the needs of pupils in this school in mind. Pupils' spiritual, moral, social and cultural development is particularly well catered for and runs through all aspects of the curriculum. This helps pupils to develop a wide interest in the world and show strong moral and social reasoning. For example, one pupil explained how national political leaders, 'should be treated respectfully, without personal insults in the press'.
- Parents are mostly positive about the school and the large majority of those who expressed an opinion would recommend it. Several point to the improvements that

have taken place under the current headteacher.

- Leaders have a strong understanding of the individual needs and vulnerabilities of disadvantaged pupils. They ensure that the pupil premium funding is put to good use, including by enabling eligible pupils to participate in a wide range of sports and extra-curricular activities.
- The sports funding is used well to increase levels of engagement in physical education (PE) and the number of sports clubs on offer. Sports and PE have a high profile in the school and pupils have many opportunities to represent the school in competitions. The school now offers a wide range of non-competitive activities such as street dance.

### **Governance of the school**

- There has been some recent turnover in the governing body. However, governors, including those who have been recently appointed, have undertaken a wide range of training to enable them to fulfil their work effectively.
- Governors are ambitious for the school and have high expectations of senior leaders. They hold them closely to account and ask searching questions. Where potential concerns arise, they follow them up thoroughly. If they are not satisfied, they ask for additional information, and sometimes invite middle leaders to their meetings to find out more. Governors also follow up these matters on their regular visits to the school.
- Governors strike a good balance between supporting and challenging leaders. Where there are dips in some aspect of the school's performance, governors challenge leaders rigorously.
- The information that senior leaders present to governors about pupils' outcomes lacks clarity and precision. It does not provide governors with a clear picture of how well groups of pupils are achieving across the school. However, governors know the school well because they use a range of other evidence to reach their view. Governors undertake regular focused visits to the school to collect a range of information from difference sources. These visits include talking to pupils and staff, looking at pupils' work and observing learning in lessons.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Pupils are safe because leaders have created a climate of vigilance, underpinned by regular training and procedures that all staff embrace and follow carefully. All understand how to recognise and report concerns about pupils. Senior leaders follow these up thoroughly.
- Policies, protocols and procedures in the school are all fit for purpose. For example, staff check carefully that only suitable people are allowed to work in the school. Leaders ensure that all necessary risk assessments are in place.
- Vulnerable pupils receive closely tailored support to meet their personal needs. Senior leaders challenge external agencies tenaciously to secure additional help when they feel that not enough is being done.

## Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection. Senior leaders have provided effective professional development so that there is now a consistent approach throughout the school.
- Teachers have good subject knowledge. They plan lessons that interest and challenge pupils. They explain new ideas clearly and ask searching questions. These questions not only check that pupils have understood, but also require pupils to think carefully. This helps to secure pupils' understanding and strengthen their learning.
- Pupils understand and appreciate the high standards that teachers have. One pupil explained that although teachers have high expectations they will always stop and explain if a pupil is not clear about something.
- Teaching assistants play a valuable role in supporting pupils' learning. They are alert to pupils who may not understand and intervene to explain and clarify tasks. Support staff also play an important role in helping pupils who struggle with reading to catch up.
- Teachers use a wide range of information to reach an accurate view of how well each pupil is achieving. Leaders check that this information is accurate by moderating it carefully both within school and more widely with other local schools. Teachers and senior leaders work closely together to use this assessment information to ensure that pupils achieve well.
- Pupils value the incisive guidance that teachers offer them to help improve their work and to sharpen their skills, especially in writing. Inspectors spoke to several pupils during the inspection who explained how their learning had taken a step forward as a result of the advice given by teachers.
- The teaching of reading is effective. Right from the start, children learn phonics thoroughly and this provides a strong foundation for success in reading. Pupils talk enthusiastically about books that they have read and the way that teachers encourage them to read in school and at home.
- Pupils' enjoyment of reading has a strongly positive impact on their writing. Teachers present opportunities for writing that spark pupils' interest and fuel their enthusiasm. Teachers understand the importance of pupils having a strong grasp of spelling, grammar and punctuation and this results in pupils' work being typically accurately written and neatly presented.
- The teaching of mathematics has been a focus of the school's work in the last year because, in the past, pupils have not achieved as well in mathematics as in English. As a result, new approaches to the teaching of mathematics have been introduced.
- Pupils enjoy mathematics and show interest and engagement in their lessons. Teachers help pupils gain a strong foundation in number and calculation so that pupils can recall facts such as multiplication tables quickly and accurately.
- However, occasionally in mathematics lessons teachers do not recognise when pupils have understood and are ready for a greater challenge. This results in missed opportunities for some pupils to extend their learning further, particularly the most able pupils.

- Teachers open an exciting window on the world through the wider curriculum. They enrich pupils' learning through visits to such places as Fishbourne Roman Palace and the Seven Sisters Country Park, and through visitors, such as a rabbi and a professional weaver.
- Work in pupils' books demonstrates a wide variety of learning, enabling pupils to build knowledge and apply their skills in a range of subjects. For example, in art, Year 6 pupils used their knowledge of different media, gained over their time in the schools, to make skilful pictures of poppies using materials of their own choice.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The well-being of pupils is ingrained into the heart of this school's work. As a result, pupils enjoy coming to school and speak highly, not only of their friends, but also of teachers and other staff in the school.
- Pupils have excellent attitudes to learning. In all classes, pupils love learning and work hard to meet the high standards that teachers typically expect of them.
- Pupils concentrate hard when working independently, but they are equally diligent when working in pairs or in larger groups. Their attitudes leave no room for distraction or disruptive behaviour. Pupils show each other great care and consideration. When a pupil needs help they receive it quickly and with a cheerful attitude from a classmate. This creates a harmonious, purposeful atmosphere in classrooms.
- Any pupils who start school at other than customary times with little or no English find a warm welcome from their classmates, together with help to settle quickly and happily.
- Pupils have well-informed, respectful attitudes towards people with different backgrounds. They learn to appreciate the rich diversity of experiences, beliefs and cultures in the modern world and develop a strong understanding of equality. Pupils consistently show respect, kindness and understanding of difference.
- One parent said that their daughter goes to school very happy each day and, 'after school she is still as happy which is a good indicator that the ethos of togetherness, respect and kindness does really go through every aspect of school life at Shelley.'
- Pupils have many opportunities to take posts of responsibility, such as peer mentors and working alongside staff in the dining hall. They take these jobs seriously and wear their uniforms of office with pride.
- The curriculum provides well for pupils to learn how to stay safe in a range of situations. These include on roads, when travelling on public transport and when on the internet. Teachers understand the importance of educating pupils on e-safety from a young age. As a result, pupils are very clear about the potential risks of being online and how to avoid them. Similarly, pupils form a strong foundation for a healthy lifestyle as result of the many opportunities for sport and PE.
- Pupils have a strong understanding of bullying and say that it happens very rarely. However, they quickly add that staff are very good at dealing with any issues that arise

swiftly and decisively.

## **Behaviour**

- The behaviour of pupils is outstanding. Senior leaders have created a culture where thoughtful, kind behaviour is the norm. Pupils' impeccable behaviour in lessons is mirrored in their conduct around the school, including at playtime and in assemblies. Children are polite and enjoy talking about their school to visitors.
- During the inspection, pupils enjoyed using the field to play some energetic games at playtime. While games of football are played with considerable energy and enthusiasm, they never spill over into rough play. Pupils' understanding of their responsibility to be considerate towards others in the school is deeply rooted.
- A strong, committed team ensures that there are robust systems in place to secure excellent behaviour. Senior leaders have equipped staff with training and expertise to ensure that this is so. Any pupils who require additional support to help improve their behaviour receive it quickly. Leaders enlist the expertise of external agencies if needed.
- Rates of attendance have been consistently about the national average for primary schools in recent years. However, senior leaders work tirelessly to ensure that as many pupils as possible benefit from being in school every day. Pupils who do not attend school as regularly as they should have their attendance tracked. Any absences are investigated and challenged rigorously. Leaders work closely with parents to overcome any barriers to their child's regular attendance at school. As a result, attendance has improved further this year.
- The attendance of disadvantaged pupils and pupils who have SEND has also shown marked improvement so that no groups are held back by low attendance at school.

## **Outcomes for pupils**

### **Good**

- Outcomes for pupils have improved since the last inspection as a result of more effective teaching. At the end of key stage 2 in 2018, pupils' progress in reading, writing and mathematics was in line with the national average. This represented an improvement on the previous year, especially in reading and writing.
- The proportion of pupils who achieved age-related expectations in reading, writing and mathematics at the end of Year 6 has increased steadily over the past two years and is now close to the national averages. Attainment in reading was above that seen nationally in 2018. Attainment in mathematics was below the national average.
- The proportions of pupils who attained the higher standards in reading and mathematics increased in 2018 and both were above the national averages. However, in writing the proportion of pupils who achieved the greater depth standard was below the national average.
- Outcomes at the end of key stage 1 have improved in all subjects over the past two years. There has been a particularly strong improvement in writing. Attainment in reading and writing was above the national averages in 2018. However, the proportion of pupils who attained the expected standard in mathematics was below that seen nationally.

- Attainment in phonics at the end of Year 1 has improved every year since 2016. In 2018 it rose to above the national average. Only a very small handful of pupils leave Year 2 without the phonics skills needed to succeed in reading in key stage 2.
- Pupils currently in the school are achieving well and making good progress across the curriculum. Pupils with SEND and disadvantaged pupils also make good progress. Teachers and leaders have secure knowledge of the different needs of these pupils and ensure that they make the progress of which they are capable from their different starting points.
- Pupils make strong progress in reading. Because reading sits at the heart of the curriculum, pupils read a range of books and become knowledgeable and articulate readers. This helps them to acquire good vocabulary and has a positive impact on their writing in a range of subjects.
- Pupils are making good progress in writing. In key stage 1 pupils make strong progress so that by the time that they enter Year 3, the most able pupils write with fluency, sophistication and a wide vocabulary. This progress is also seen in Years 5 and 6. However, in the lower part of key stage 2, progress is less strong because some pupils do not have the same regular opportunities to apply their skills in longer pieces of writing as pupils elsewhere in the school.
- Progress in mathematics is good across the school. Outcomes are improving as a result of the actions of senior leaders to strengthen the teaching of mathematics.
- Pupils make good progress in subjects across the wider curriculum. They acquire knowledge securely and apply their learning in a range of subjects. Most pupils have various opportunities to apply their writing skills across the wider curriculum, including in science, where pupils achieve high standards.

### Early years provision

### Outstanding

- Senior leaders are uncompromising in their ambition to provide the best possible start in school for children. They know the children in their care in great detail and ensure that all make the best possible progress from their very different starting points.
- Teachers have very high expectations of children. They are always looking for ways of encouraging children to take on greater challenges and push themselves one step further.
- Teachers and support staff are skilled at helping children acquire and apply the early skills of phonics and number. Teachers help children to move quickly from writing individual words to writing sentences, offering ideas and resources to help them succeed. Adults ask carefully considered questions and offer children timely suggestions for how to move their learning forward.
- The classrooms and outdoor areas are treasure houses of resources to engage children's interest and to spark their curiosity. During the inspection, children had seen tadpoles emerge from frog spawn and were excited about the butterflies and stick insects that were about to arrive. All areas, inside and out, are richly resourced, with equipment, books and displays to help children learn and develop independence across all areas of the early years curriculum.
- Children have excellent attitudes to learning and take great pleasure in sharing their



successes with adults. Their behaviour is thoughtful and polite. They play together well, showing kindness and cooperation, listening carefully to each other's ideas. Because resources and activities are carefully chosen by teachers, children become absorbed in their learning and sustain their concentration for long periods.

- Children make outstanding progress. Those who start school with skills that are typical for their age go on to achieve high standards by the end of their first year in school. Inspectors saw children independently writing long and detailed stories using accurate spelling and impeccable handwriting. They took pride in their work and read fluently and with expression.
- A significant proportion of boys enter the school with poor speech and language skills. However, the carefully tailored curriculum enables them also to make excellent progress and achieve in line with their peers nationally by the end of the year.
- Teachers plan children's move into key stage 1 carefully. They arrange a gradual movement towards Year 1, which includes children spending a day a week with their new teacher in the final six weeks of the year. This is tailored further for individual pupils who have additional needs or vulnerabilities.
- This has a particularly positive effect on lower-attaining boys, whose excellent progress continues through into Year 1. Transition visits also help children to settle quickly when they start school.
- Teachers gather the views and feedback from parents about their child's progress, including when they start school. Parents receive regular updates about how well their children are doing through the school's online assessment tool. They also add notable achievements from home.
- Staff ensure that children are kept safe. All safeguarding requirements are fully met, including the need for paediatric first aid training.

## School details

Unique reference number	125820
Local authority	West Sussex
Inspection number	10088140

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair	Stephen Williams
Headteacher	Kirsty Fitzscott
Telephone number	01403 265 343
Website	<a href="http://www.shelley.w-sussex.sch.uk">www.shelley.w-sussex.sch.uk</a>
Email address	<a href="mailto:office@shelleyprimary.school">office@shelleyprimary.school</a>
Date of previous inspection	14–15 February 2017

## Information about this school

- The headteacher joined the school soon after the previous inspection.
- This is a larger-than-average primary school for which there are plans to increase the number of pupils. There are 12 classes in the school. In the early years and key stage 1 these consist of six single-age classes. In key stage 2, there are five mixed-age classes and one class of Year 5 pupils.
- The proportion of disadvantaged pupils is below the national average. Levels of deprivation are also below those seen nationally.
- The majority of pupils are White British. There are several groups of pupils from a range of ethnic minorities. The proportion of pupils for whom English is an additional language is below the national average.
- The proportion of pupils with SEND is below that seen in other schools across the country. The proportion of pupils who have an education, health and care plan is well

below the national average for primary schools.

## Information about this inspection

- Inspectors held several meetings with the headteacher and senior leaders about various aspects of the school's performance. These included one on leaders' self-evaluation and another on pupils' current achievement.
- The lead inspector had a meeting with the chair of the governing body and another with two other governors. He also met with a representative of the local authority.
- Inspectors observed learning in all classes. Most of these observations were undertaken jointly with the headteacher or a senior leader. Inspectors observed two assemblies.
- Together with the leaders of English and mathematics, inspectors looked at pupils' work across all subjects and in all year groups. The work of disadvantaged pupils as well as pupils from all ability groups was included in this scrutiny.
- Inspectors met with several senior and middle leaders to discuss their areas of responsibility. Meetings were held with those responsible for the early years, subjects in the wider curriculum, and provision for pupils with SEND.
- Inspectors listened to pupils read and talked to a group of pupils about their work and experience of school. Inspectors also talked to pupils in the playground and observed their behaviour at breaktimes and lunchtimes, and as they moved around the school.
- A wide range of documents was taken into account, including those recording the work of the governing body and the single central record of recruitment checks on adults who work in the school. They examined information on the progress of current pupils and scrutinised the school's safeguarding procedures.
- Inspectors took account of 71 responses to Parent View, Ofsted's online questionnaire, including 37 free-text comments. The 30 responses to Ofsted's confidential staff questionnaire were also considered. There were no responses to the pupils' survey; however, the school's pupil survey undertaken in May 2019 was taken into account.
- Inspectors met with parents in the playground at the start of the day.

## Inspection team

Bruce Waelend, lead inspector	Ofsted Inspector
Catherine Davies	Ofsted Inspector
Simon Yates	Ofsted Inspector

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