

Inspection of Great and Little Shelford CofE (Aided) Primary School

Church Street, Great Shelford, Cambridge, Cambridgeshire CB22 5EL

Inspection dates: 12 and 13 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The Christian ethos of the school underpins the school's vision 'to live and work in harmony, with love for one another'. Pupils take advantage of being given opportunities within the curriculum to develop the values of kindness, resilience, responsibility and creativity.

Pupils benefit from an ambitious curriculum to support them to achieve well. Pupils enjoy outdoor learning, sports and arts clubs. Day visits, residential trips and links with international schools further enhance learning. There are leadership opportunities, including school council and peer mediators. These experiences bring learning to life, allowing pupils to understand the world around them.

Pupils respond positively to the school's high expectations. They understand the importance of being in school and attend very well. They enjoy school and feel safe. Pupils are very confident to share their worries with staff. Pupils make friends and have positive relationships across the school.

Some pupils do not behave as well as they should. A minority of pupils disrupt the learning of others.

What does the school do well and what does it need to do better?

School leaders and governors work to establish an inclusive school that delivers high-quality education. Leaders have developed a curriculum that is well planned. It is ambitious and successfully builds knowledge over time. Teachers use a range of carefully considered activities to deepen understanding. A range of activities, such as outdoor learning and relevant enrichment opportunities enhance learning. This supports pupils well to be able to make links between different subjects.

Teachers use assessment well to identify gaps in pupils' knowledge. Most of the time, teachers use the information to adapt their teaching well. However, there are occasions where teachers do not adapt the curriculum to meet pupils' needs. As a result, some pupils become frustrated that they cannot complete the tasks set.

Teaching pupils to read is a high priority for the school. Children in Reception are introduced to books and learn phonics right from the start. Pupils learn their sounds well. They use this knowledge to help them read and spell unfamiliar words. Pupils who struggle to read get the help that they need to read accurately and with understanding. Pupils enjoy reading. Leaders ensure that there is a wide range of books available for pupils to read.

Pupils with special educational needs and/or disabilities (SEND) take part in all aspects of school life. Teachers have the right information to be able to accurately identify their needs. Teachers provide appropriate support for those pupils with SEND ensuring they can access the ambitious curriculum the school intends.

Children in Reception follow a well-planned curriculum. Children enjoy being in a stimulating learning environment. Pre-school and Reception use assessment well. This supports and develops the children's next steps. Staff are knowledgeable and form positive relationships with the children. There is a clear focus on vocabulary, communication, language and literacy which supports children to access other areas of the curriculum. Children are well prepared for Year 1.

The school has introduced a new behaviour management system. This aims to develop pupils' understanding of the causes and consequences of their actions. Many pupils respond well to this, but some do not. This is because the approach is not used consistently by all staff. The school's work to improve this has not, at this stage, had sufficient impact.

The school makes pupils' personal development a priority. Daily acts of collective worship reinforce learning in lessons. Pupils develop the characteristics to be successful citizens. There are extensive links with local and international partners. These raise awareness of different cultural and individual characteristics. Pupils are taught how to keep physically and emotionally healthy. Pupils are accepting of others. This contributes to a strong sense of community and belonging.

Staff are proud to work in the school. They feel valued by leaders and the wider community. Staff report that leaders consider their workload and respond to their views on this.

Governors know the school well and are committed to striving for continual improvements. They provide appropriate challenge and support to leaders. Leaders review the curriculum on a regular basis. This leads to continual improvements in the quality of provision for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' high expectations for behaviour are not routinely applied consistently. Some pupils disrupt the learning of others or are not focused on their own learning. The school needs to make sure that their expectations, along with the school's policies and systems, are understood and consistently applied by all staff across the school.
- On occasion, staff do not deliver the curriculum in the way leaders intend. When this happens, some pupils do not develop the skills and knowledge to ensure they achieve as well as they should. The school should ensure that teachers continue to have the guidance they need to deliver the curriculum well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110831
Local authority	Cambridgeshire
Inspection number	10323609
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Anna Caroe
Headteacher	Christopher Grey
Website	www.shelfordschool.org.uk/
Date of previous inspection	18 October 2018, under section 8 of the Education Act 2005

Information about this school

- Great and Little Shelford CofE (Aided) Primary School is part of The Diocese of Ely.
- The school's most recent inspection of its religious character under section 48 of the Education Act 2005 was in November 2019.
- The school have overseen the Nursery provision since April 2023.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

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