

INSPECTION REPORT

SHELLEY PRIMARY SCHOOL

Broadbridge Heath

LEA area: West Sussex

Unique reference number: 125820

Headteacher: Nina Siddall

Reporting inspector: John Lilly
12487

Dates of inspection: 21 – 22 May 2002

Inspection number: 230534

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Wickhurst Lane Broadbridge Heath Nr. Horsham West Sussex
Postcode:	RH12 3LU
Telephone number:	01403 265343
Fax number:	01403 271340
Email:	head@shelley.w-sussex.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Diane Linksted
Date of previous inspection:	7 – 11 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12487	John Lilly	Registered inspector
9115	Terry Clarke	Lay inspector
22180	Shree Lekha Mistry	Team inspector
20483	Debbie Yates	Team inspector

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 0EG

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shelley is a primary school of slightly above average size, with 297 girls and boys on roll between the ages of 4 and 11. The school serves a large village close to the town of Horsham and most pupils come from this locality. The village has a mixture of housing and a significant proportion is social housing, although much of this is now owner-occupied. Most pupils come from homes that are as socially and economically favoured as is the average nationally. The proportion of pupils eligible for free school meals is low. Children join the school aged four, with attainment that is slightly below the average expected at their age. The proportion of pupils with special educational needs is broadly average, although the number with statements of those needs is slightly above average. Few pupils are of minority ethnic heritages; two of these pupils speak English as an additional language. In 2000 and 2001, the school won national Achievement Awards for improvement and achievement over time.

HOW GOOD THE SCHOOL IS

Shelley is a very good school that is improving rapidly and it has many excellent features. Most pupils join the school with slightly below average attainment and leave with attainment that is well above the national average and the standards expected by the end of Year 6. This very good progress is because the headteacher provides very strong, expert and clear leadership for pupils and staff alike, and staff and governors support her ably and with complete commitment. Staff are determined to achieve the highest standards and, as a close-knit team, they show effective leadership in the areas for which they are individually responsible. Teaching is very good, and very good use of assessment allows teachers to identify each pupil's potential and set girls and boys challenging goals to achieve. It is a school that sets no limits to what a pupil can achieve, and perceptive care and focused support extends to all pupils, whatever their ability or background. Pupils behave well and are keen to learn because the school gives equal priority to the pupils' personal development alongside their very good academic progress. They go on to secondary school as balanced and mature young people, eager to succeed. The school offers very good value for money.

What the school does well

Attainment is very high, pupils make very good progress and standards are still improving because:

- The headteacher provides inspiring leadership and very effective management.
- Staff lead and manage well in their own areas of responsibility.
- Teaching is very good.
- Accurate assessment guides each pupil's progress very effectively.
- The curriculum provides very rich, broad, balanced and relevant opportunities for learning, and each subject supports the others.
- Specialised and focused support for pupils at all levels of ability is very good.
- Provision for pupils' personal development is very effective; this generates an exciting and stimulating ethos through which pupils become keen and independent learners.

What could be improved

To ensure that the high standards are maintained and continue to improve, staff and governors need to improve further the following because:

- There is confused communication with a small but significant number of parents and, consequently, they do not feel they have a productive partnership with the school.
- The governors do not systematically identify ways they can improve the school.
- There is a need to develop further the links with the secondary schools to which the pupils progress.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. For a time, standards tended to rise slowly, but within the last two years they have risen dramatically and are now high in almost every area of the curriculum. Leadership and management are now strong throughout the school, and as a result, teaching and planning are now very good, challenging all pupils to achieve the highest standards. These improvements are founded upon a clear and practical improvement plan guided by rigorous self-evaluation. Standards in information and communication technology have risen, and clear planning ensures that standards of attainment should rise still further once the school has its new computer suite. Improvement overall has been very good, and the school has the skills, determination and values to go on improving.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	A	A
Mathematics	C	A	A	A
Science	C	A*	A*	A

Key

well above average A

above average B

average C

below average D

well below average E

A shows results that are in the top five per cent nationally.*

Most children join the reception classes with levels of attainment just below those expected of children before their fifth birthday. Girls and boys of all abilities make very good progress as they move through the school and most attain above the standards expected nationally in all areas of the curriculum by the end of Year 6. Standards at the end of Year 6 are rising at a rate higher than that nationally. Results in National Curriculum tests and assessments for English, mathematics and science at the end of Year 2 in 2001 were well above the national average, and, overall, were in the top five per cent of all schools nationally. Virtually all pupils attained the expected level and a high proportion achieved the higher Level 3. The greatest improvement in results in National Curriculum tests has been at the end of Year 6, and the results in 2001 overall were in the top five per cent nationally. Attainment of current pupils reflects these very high standards, with particular improvement in writing by the end of Year 2. By the end of Years 2 and 6, virtually all pupils attain the nationally expected standards in

all subjects and the majority exceed them, achieving the higher Levels 3 and 5. Standards in information and communication technology are average by the end of Year 6 because the school does not yet have a computer suite. Throughout the school, standards in art and design are very high. The school sets itself challenging goals and targets for future improvement, and improves planning so that it can achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their work and other people.
Behaviour, in and out of classrooms	Behaviour is good and inspectors found no evidence of bullying or racial intolerance.
Personal development and relationships	Relationships between pupils and adults, and amongst pupils, are good. Pupils develop well as balanced and mature young people who value themselves and others.
Attendance	Attendance is good.

Children join the reception year with the social and personal skills expected of children of that age. They develop well, gaining in maturity, confidence and in their ability to manage their own lives. By the end of Year 6, they have a more responsible and thoughtful maturity than usually expected of pupils aged eleven. Even so, their aspirations remain rather narrow, and this shows, for example, in the extent and overly limited range of their reading at home.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is very good throughout the school and this enables girls and boys of all abilities to make very good progress. Teaching is effective because it is very well planned and teachers are very expert and knowledgeable in each subject they teach. Teachers base their planning and teaching upon accurate assessment that allows them to set challenging work for each level of ability, and to show each pupil how well they are doing and how to improve. Teachers manage classes very well. Their lessons have pace and challenge, and inspire the pupils to accept the challenge confidently, independently and with determination. At the heart of the very good learning is the shared commitment of teachers and pupils to achieving the highest standards possible. Pupils learn to manage their own learning and set their own standards. They are determined to succeed, realising this means working collaboratively. Literacy and numeracy are taught very effectively, and teachers use opportunities in all subjects to practise and extend these skills. Consequently, pupils learn to use their very good speaking skills to talk through problems and order their thoughts. They use their very good writing skills to express what they learn and to set out arguments for what they think is true, and use their good numerical understanding to solve problems and analyse data.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is balanced, broad and relevant to pupils' present and future lives. It meets the requirements of the National Curriculum and for religious education. Provision for learning outside lessons is very good, especially in Years 3 to 6.
Provision for pupils with special educational needs	Provision is very good because it is led, planned, managed and implemented very well.
Provision for pupils with English as an additional language	Although few in number, these pupils are well supported and make good progress in their general work as well as in their acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision overall is very good. For spiritual development it is good, and for moral, social and cultural development very good. Because it is effective, this provision makes a major contribution to pupils' academic learning.
How well the school cares for its pupils	Care for the health, safety, welfare and security of pupils is very good. Very effective assessment leads to very positive guidance for both academic learning and personal development.

A strength of the curriculum is that it is planned and taught as a whole with strong links between subjects and other learning opportunities, for example the residential trip. Particularly good is the way teachers know pupils' abilities and personal qualities very well. They use this knowledge and understanding skilfully to ensure that pupils achieve their academic and personal potential.

Relationships between home and school are, in the main, very good, and parents make a major contribution to the success of the school. There is, however, a small but significant minority of parents who feel this is not the case for them. Inspectors find their concerns valid, and this offers an area for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership for staff and pupils and expert management. Staff follow her lead and work as a highly effective and close-knit team, clear as to where the school is going and needs to be.
How well the governors fulfil their responsibilities	Governors are very involved with the life and work of the school and meet their statutory responsibilities well. Even so, they need to play a more pro-active role in future improvements.
The school's evaluation of its performance	The school is very effective because it evaluates everything it does so that it can identify ways and means to improve.
The strategic use of resources	The school manages its resources very well.

The school has enough qualified staff to meet the requirements of the curriculum, and very good staff development improves their skills continuously. Teaching assistants make a

major contribution to the pupils' learning. Administrative staff ensure that the school runs efficiently and the care-taking staff ensure that the school is not only clean but 'sparkles'. Accommodation is good and there are sensible plans for improvement. Learning resources are of good range and quality, although the school urgently needs the computer suite that will be in place in September 2002. The school has a good relationship with many other groups such as the local education authority and this helps staff to learn new ideas and compare their performance with others. It is a school that sees every area as capable of improvement. Governors ensure that the school gets best value from any investment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and behave well. • The children are well taught and make good progress. • There is an open partnership between home and school. • The school helps their children gain in maturity. 	<ul style="list-style-type: none"> • Homework is not set consistently and is sometimes inappropriate. • The partnership and communication with some parents is not good enough. • The learning and teaching in one class is not as effective as in other classes. • Activities outside lessons are insufficient, especially for Years 1 and 2.

Inspectors agree with the positive views of parents. They find that homework is an effective part of the pupils' learning but it is not used equally well in all classes. They find that activities outside lessons are good in quality and range, and these include visits out of school, visitors to school and clubs. Pupils in reception classes and in Years 1 and 2 are encouraged to take part in community activities while all teachers are involved in providing clubs, mainly for pupils in Years 3 to 6. Observation and analysis of pupils' previous work shows that one teacher, while teaching satisfactorily, is not as effective as the other teachers. Communication and partnership with most parents is good, but with some it is not. This is often the case when parents need to work and, therefore, cannot speak with teachers during the day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides inspiring leadership and very effective management.

1. The headteacher took up her post comparatively recently and inaugurated a period of rapid change and improvement. She brought with her experience from a previous headship and from working with other schools; these experiences have given her a very wide expertise and a clear vision and understanding of what makes schools excellent. She provides excellent professional and personal leadership. She sees that, in itself, this is not enough, and she shows considerable skills in building a highly effective team of teachers who are willing to share her commitment, determination, vision and values. She shares authority and accountability, and ensures that advice and coaching help each member of the team to play their full part. Consequently, she has enabled staff to become a highly effective team who share planning, management responsibility and the joys of success. Problems that do arise are shared and solutions found together. By being in lessons and always around the school, she shares her passion for learning and gives pupils and staff the confidence to strive to do their best.

Staff lead and manage well in their own areas of responsibility

2. The heart of the school's success lies in the way teachers, teaching assistants, volunteers, parents and other support staff work as a committed, determined and close-knit team. They take individual responsibility but share tasks and ideas. This has created a secure, coherent and comprehensive management foundation of clear policy and procedures, set against quality criteria and standards to meet. Consequently, staff rarely seek excuses, confident that solutions can be found and even greater success achieved. This is bedded upon a shared belief that good schools are concerned about learning and that teaching is the tool to support it. Therefore, staff, through assessment and training, have a very good understanding of how children learn and what may block or support progress. Everyone knows what is expected of her or him and what she or he needs to do.

Teaching is very good throughout the school

3. The school achieves very high standards because teaching is almost always good or very good. Teachers plan very well, showing their wide and secure subject expertise. This planning is very coherent, using one subject or activity to support another. Teachers place central priority on building pupils' speaking, literacy and numeracy skills but this does not lead to narrowness or imbalance because these skills are not only taught in focused sessions but also thread their way through all lessons. For instance, pupils write empathetically in history and analyse numerical data in geography. Accurate assessment tests the effectiveness of teaching and how well the pupils are learning, and this leads to immediate adaptations to teaching and extra support for learning outside the classroom if progress slows. This extra provision is very well managed so that learning in class is not damaged. Average ability pupils know these sessions as 'kangaroos' leaping forward, and the high ability pupils know their groups as 'giraffes' reaching for the very top of the tree.

4. Teachers create a very good environment for learning by:
 - ensuring that pupils acquire the skills to manage their own learning through guidance and feedback;
 - providing exciting resources and displays;
 - and sharing with pupils a pride in achieving very high standards.
5. Teaching is often highly innovative, for example creating a magnificent woven picture using plastic bags and the school fence. Relationships between teachers and pupils are very 'adult', a balance between the warm yet firm authority of the teacher and the responsible attitudes of the pupils. This is because teachers and the school as a whole give equal priority to the pupils' personal development and nurturing their self-esteem. This highlights the very good provision in reception classes that creates strong foundations upon which others can build.
6. Inspectors often found that the quality of learning was not quite as could be expected from the very good teaching. This is because the pupils are now experiencing a very different type of challenging learning, and have yet to gain in full the high aspirations this generates and needs. For example, although reading is taught very well, many older pupils do not read a great deal at home, and when they do read, they choose a narrow range of books. The school realises this and has improved resources and given pupils greater guidance. Even so, most pupils, although they read quickly, accurately and with enjoyment, still get carried away by the excitement of the story, missing the nuances of meaning in words and the depth in the description of events and characters. The school could usefully consider even more structured guidance for reading at home by pupils in Years 4 to 6, and linking this more tightly to wider ranging and demanding investigations for homework.
7. Information and communication technology is playing an increasing role in teaching and learning, and pupils use these technologies with confidence. Improvement has been hindered, however, by not having a computer suite. There are very clear plans for improving both teaching and learning once this vital learning resource is available next year.

Accurate assessment guides each pupil's progress very effectively

8. All staff recognise the crucial importance of assessment. They plan the curriculum, therefore, as a set of standards to be achieved in each lesson and over time, carefully matching each standard to each level of ability. Frequent assessment allows teachers to test the effectiveness of their teaching and track the progress of the pupils. This leads to very effective feedback to pupils on where they are succeeding and what they need to learn next. In the main, teachers do this best on a one-to-one oral level and in plenary sessions when they get pupils to evaluate their progress in a lesson, sometimes helping them evaluate each other's progress. There is greater inconsistency between teachers as to written marking. The most effective teachers mark work immediately, making clear to pupils what particular skill they will be looking for. They use this marking to test immediately the effectiveness of their teaching, and adapt the next lesson. Written comments tell the pupils why they have succeeded, and where and how they need to improve.
9. When teaching is less effective, it is because the teacher does not fully comply or conform with the quality set for teaching in the school, for example in the frequency and

type of homework required and in the correct ways of speaking to pupils. Consequently, in these lessons relationships are less positive and pupils learn more slowly.

The curriculum provides very rich, broad, balanced and relevant opportunities for learning, and each subject supports the others

10. Effective schools have been likened to well-built ships that move strongly across the waters. They are well steered by leadership and management, crewed and powered by good teaching and learning and navigated by effective assessment. At Shelley, the curriculum provides the well-designed and founded ship. It is designed very skilfully around a clear structure of skills and understandings to be gained at each age. Staff have prepared excellent portfolios for each area of the curriculum that show staff, pupils and parents how this works in practice. Time and priorities are carefully allocated to create strong balance and cohesion, and themes ensure that each subject supports the others. Areas of knowledge, for example, Ancient Greece, are not simply patched in to ensure National Curriculum coverage but planned for study at the same time in different years so that pupils of different ages can swap ideas and the exciting things they are learning. Often, senior managers use assemblies to forge these links by sharing ideas and achievements with the whole school. A good range of visits out of school and visitors to the school enriches the learning because they are carefully selected and planned. The very good range of additional support ensures all pupils have equal access to learning. In these ways, the curriculum provides clear guidance for teaching, balanced by ensuring that pupils learn skills and knowledge in the right order and at the correct level of challenge. A good range of high quality clubs and community events such as competitive sport and music festivals enriches pupils' learning and raises their social skills and aspirations. The high quality of the curriculum makes a major contribution to the high standards achieved by the school.

Specialised and focused support for pupils at all levels of ability is very good

11. The school uses a wide range of additional provision to ensure that every pupil has equal access to learning and what they need to make very good progress. This additional help ranges from very good support for pupils with special educational needs to focused lessons for pupils at each level of ability or those in danger of underachievement. The provision is very carefully planned and skilfully managed so that each pupil gets what she or he needs when she or he needs it. Teaching in these sessions is often very good and sometimes highly innovative, for example, sessions to increase pupils' physical co-ordination and therefore, confidence. It is the flexible and responsive quality of the support that makes it so effective, while rigorous monitoring ensures that important opportunities to learn in class are not missed. Specialist teachers, already highly skilled, are looking for better ways of helping pupils who have particular blocks to their learning, for instance those with dyslexia. This is another example of the way staff work as a coherent and close-knit team.

Provision for pupils' personal development is very effective; this generates an exciting and stimulating ethos through which pupils become keen and independent learners

12. The school recognises the essential link between provision for personal development and academic progress. The very good provision drives very good personal development that, in turn, underpins good progress and high attainment. Adults in the school provide pupils with fine role models.
13. Provision for spiritual development is good. Much of the artwork and literacy is highly reflective, and from the start in reception classes, living things and the study of nature through science engender a sense of wonder and responsibility towards creation. Discussion in many subjects helps pupils grapple with questions of meaning and purpose in human lives, and the part faith plays in the life of communities. This learning is enriched by 'circle time' (sessions when children can discuss and share problems, feelings and concerns) and a developing programme of personal, social, health and citizenship education. However, the school misses opportunities for quiet reflection and the learning that comes through 'stillness'. Assemblies are dynamic but tend not to give pupils enough opportunity to reflect quietly on matters that do not have the certainty of facts, or to consider how a divine creator may bring purpose and meaning to life. Overall, this aspect of provision offers an opportunity for improvement, especially when addressing the low aspirations of some pupils.
14. Provision for moral, social and cultural development is very good. Pupils are taught the difference between right and wrong and why this is so. They are helped to understand why deciding what is right is not easy and, even when decided, why doing right is difficult. The school and classes work out clear codes and rules, and, therefore, pupils learn to see them as sensible and just, and that they apply to themselves as well as to everyone else. Pupils are held to account when they do wrong, and helped positively to improve. Provision for social development comes mainly through learning to play a full part in an orderly and purposeful community. Adults help pupils to see the part they play through taking responsibilities of increasing challenge, for instance starting with simple duties for clearing away in reception classes to taking responsibility in Year 6 for helping younger children. The school council provides a powerful and well-understood way for pupils to learn the skills of citizenship, and pupils learn how to share in the running of the school. Involvement in school events such as the school fete, and meeting adults from outside the school, helps pupils transfer their learning in school to the wider society and world. Carefully chosen and managed support for charities gives pupils experience of making a real difference to the well being of others locally and world-wide. The rich curriculum introduces pupils to a wide range of cultural achievement in past and present times, and experience of and learning about different cultures and faiths nurtures true appreciation of other traditions and faiths. This prepares pupils well to look upon life in a multi-faith and multi-cultural society as positive and enriching. The school ensures that it recognises pupils' achievements in their own communities, for example swimming, and this builds a secure link of mutual respect between pupils' cultural achievement at home and their achievements at school. Some very effective schools use home-school books that include records of achievement at home and school, to build this link, and the school could usefully consider such initiatives. This very good provision overall makes a major contribution to high standards because it enables pupils to make a mature and responsible contribution to their own learning.

WHAT COULD BE IMPROVED

There is confused communication with a small but significant number of parents and, consequently, they do not feel they have a productive partnership with the school.

15. The school faces a puzzling paradox. While productive and very positive relationships exist with most parents, evidenced by the high involvement of parents in the life and work of the school and the very warm and valuing views expressed to inspectors, there remains a small but significant number of parents who are not convinced that the school wants to work in close partnership, evidenced by the negative responses to certain areas of the parents' questionnaire and many notes and letters sent to inspectors. The concerns of these parents tend to focus upon changes that they do not feel are improvements, for example the new venue for the residential trip and the new arrangements for consultation with parents. While some parents are still concerned about consultation arrangements, feedback from parents about the residential trip now it has happened has been extremely positive. Some parents do not feel that concerns over less effective teaching or precise support for special educational needs are addressed, and are concerned that the homework policy is not implemented consistently. Inspectors find that the school does follow up these concerns immediately and with determination, but that this message does not always get back to parents. Even so, in the real world, no school can get everything right and the concerns of these parents have some basis in fact. However, inspectors find that the key weakness is communication. Letters home often use the language of schools rather than the language of parents, and this leads to misunderstandings and misconceptions. Although the school thinks it makes things clear, not all the audience fully understands. Similarly, because messages tend to be 'the same fits all', some parents may feel that it does not fit them well; for example, although the new arrangements for consultation with teachers in fact improve significantly the opportunities for meaningful partnership, this does not appear to some parents to be the case if both parents need to work and cannot get to school until after work has finished. Some of these parents feel that they are imposing on teachers if they take up the offer of an evening meeting. The school needs to realise that parents who work may need more warning of events or things to do than parents who can pick up this information when they collect their children from school.
16. Within a period of rapid improvement and change, especially when increased standards make greater demands, it is inevitable that misunderstanding arises and 'feathers become ruffled'. Because this is the case, and in a fast improving school will continue to be the case, the school needs to become better and better at communicating with parents. It needs to consider innovative ways to build that partnership, for example, through home-school books and frequent parents' forums to discuss concerns and ways forward. Parents who work say how much they enjoy performances in the evening when they can get to know the life and work of the school and these help them feel full members of the school 'family'. The school has already proved it can be highly innovative through its development of an excellent and interactive website.

The governors do not systematically identify ways they can improve the school.

17. The governors have helped the school to become so effective by recruiting good staff and being very supportive. They have made this more secure by prudent and efficient control of the budget. However, now the school is so effective, they need to find new ways of supporting further improvement.
18. Governors recognise that their monitoring and evaluation of standards are too informal and removed from first-hand evidence, and they are beginning to work with the headteacher to build their skills of evidence gathering and evaluation against understood criteria. It is essential that these practices become more systematic and these evaluations more precise. Once in place, this process can feed back to the school what is working well, what needs to improve and what the school should do next. Governors also realise that they miss working with other governors and intend to re-build partnerships with other schools. Since Shelley is already very effective, governors would find partnerships with Beacon Schools useful, because by 'seeing others we see ourselves differently', and this will help them spot what needs to change.
19. The school already evaluates performance and quality against the Ofsted Framework, and other quality standards would enrich this process; these frameworks include Investor in People, International School Award and Charter Mark. This process allows the school to compare its performance and quality against best-practice elsewhere, identifying opportunities to work in a new and better way, and identifying factors within or outside the school that may threaten success. Since a very effective school is extremely dependent on recruiting and retaining very high quality staff, the Investor in People module, 'Recruiting and selecting staff', offers such a tool for further improvement.
20. The headteacher has the vision of being a 'learning school'. This means a school community that seeks feedback on everything it does, so that it can identify ways to adapt and improve continuously, and that it goes out of its way to learn from others, for example the 'Think First' Network Learning Community that the school is joining. Much of this vision has become reality, but governors recognise they have an important role in gaining this feedback, for example, from parents with concerns, and in building learning partnerships with other governing bodies, for example, Beacon Schools and secondary schools. This should help them identify improvement projects that they are best placed to lead, and that make best use of the considerable range of expertise and experience members of the governing body offer. The business and professional interests of several governors make them well placed to build links with the wider community, for example seeking 'mentors' for pupils in danger of underachievement because their aspirations are low or narrow. Schools involved in government initiatives such as Education Action Zones or Excellence in Cities would be good sources of information.

There is a need to develop further the links with the secondary schools to which the pupils progress

21. The pupils progress to several secondary schools and there are sensible arrangements for helping pupils make a smooth transition. The very good relationship between the headteacher of Shelley Primary School and the headteacher of the secondary school to which most pupils progress provides a strong opportunity to ensure that pupils not only go on to secondary school well prepared but that they continue to make the very good progress they have made up to the end of Year 6. This means that a much higher proportion of pupils than is the average nationally progress to secondary school already

attaining Level 5; this presents new opportunities. The two schools already have several ways to make sure this very good progress continues, for example projects that are started at Shelley and are completed at the secondary school, and have planned training that will lead to further initiatives, such as introductory teaching in the secondary school before pupils go 'for real' and secondary pupils acting as mentors for the Shelley pupils in Year 6. The current links offer significant opportunities. Failure to move forward in these areas poses a considerable threat to Shelley pupils who are already powerful learners and most of whom are already attaining at a level above that expected of pupils aged eleven.

22. Most teaching at Shelley in Year 6 is targeted at the higher Level 5, and the school is developing ways to help very able pupils learn at the very high Level 6. This offers an opportunity for the primary teachers to learn from their secondary colleagues who are more experienced at this level. Again, the schools are building ways for this to happen and could usefully consider not only reciprocal visits and observation, but also actually teaching in each other's schools. Shelley could acknowledge that the secondary schools have greater experience of teaching at these higher levels and have the specialised resources needed to teach, for example, science, design and technology, music and art and design at the higher Levels 5 and 6.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. When a school is as effective as Shelley, governors, staff and to some extent pupils are entering uncharted waters. There are few other schools to learn from and new ways to underpin improvement need to be found. Similarly, the slightest weakness can lead to standards dropping.
24. To ensure that the high standards are maintained and continue to improve, staff and governors need to:
 - (1) Improve the communication between the school and a small but significant number of parents who feel they do not have a productive partnership with the school by:
 - ensuring that written communication with parents is capable of being fully understood by all parents;
(Paragraphs 15–16)
 - considering that different parents have different needs, so that, when policy changes, the school finds ways to meet their specific needs and concerns;
(Paragraphs 15–16)
 - looking for new and innovative ways to involve all parents.
(Paragraphs 15–16)
 - (2) Make more systematic the way governors identify ways they can improve the school by:
 - monitoring the work and life of the school more systematically, ensuring that evaluation is based upon first-hand and reliable evidence;
(Paragraph 18)
 - challenging previous views by analysing strengths and weaknesses more precisely against external quality standards, so identifying opportunities offered and threats that might frustrate success;
(Paragraph 19)

- seeking and sharing experiences with other governing bodies, especially governors of other very effective schools;

(Paragraphs 18 and 20)

- identifying projects that are best led by the governing body rather than the school's staff.

(Paragraph 20)

(3) Improve the links with the secondary schools to which the pupils progress by:

- building on the good relationships with these schools to identify further ways to support a smooth transition by pupils from primary to secondary schooling;

(Paragraphs 21–22)

- increasing opportunities for primary and secondary teachers to learn from each other.

(Paragraphs 21–22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	14	3	0	0	0
Percentage	3	42	45	10	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	297
Number of full-time pupils known to be eligible for free school meals	8

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	14	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	14	14	14
	Total	44	44	44
Percentage of pupils at NC level 2 or above	School	98 (95)	98 (90)	98 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	14	14	14
	Total	44	44	45
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (97)	100 (97)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	18	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	19
	Girls	16	16	17
	Total	34	33	36
Percentage of pupils at NC level 4 or above	School	92 (87)	89 (87)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	14	13	16
	Total	30	29	34
Percentage of pupils at NC level 4 or above	School	81 (84)	78 (84)	92 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	258
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.87
Number of pupils per qualified teacher	23.1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	161

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000 – 2001
	£
Total income	573195
Total expenditure	555045
Expenditure per pupil	1941
Balance brought forward from previous year	4847
Balance carried forward to next year	22997

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	7	1	0
My child is making good progress in school.	50	45	4	0	1
Behaviour in the school is good.	41	53	2	2	2
My child gets the right amount of work to do at home.	28	45	22	2	3
The teaching is good.	45	49	2	2	2
I am kept well informed about how my child is getting on.	29	47	23	1	0
I would feel comfortable about approaching the school with questions or a problem.	58	34	5	1	2
The school expects my child to work hard and achieve his or her best.	55	43	0	1	1
The school works closely with parents.	34	50	14	0	2
The school is well led and managed.	47	39	7	1	6
The school is helping my child become mature and responsible.	48	42	5	0	5
The school provides an interesting range of activities outside lessons.	32	36	17	4	11

Other issues raised by parents

- Some parents felt that difficulties arise when parents are very concerned about their children's education but cannot get into school because they work until the evening.
- Several parents felt that one teacher teaches unsatisfactorily and speaks to children inappropriately.
- Some parents felt that changes concerning the residential trip were not an improvement.
- The new arrangements for consultation with teachers.