

Shelley Primary School

Inspection report

Unique Reference Number	125820
Local Authority	West Sussex
Inspection number	293366
Inspection date	3 July 2007
Reporting inspector	Derek Watts

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	4–11
Gender of pupils	Mixed
Number on roll	
School	259
Appropriate authority	The governing body
Chair	Andrew Kimber
Headteacher	David Bird
Date of previous school inspection	21 May 2002
School address	Wickhurst Lane Broadbridge Heath Horsham RH12 3LU
Telephone number	01403 265343
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Shelley is a larger than average primary school. Most pupils come from a White British background. The remainder come from a range of other ethnic backgrounds. A few pupils speak English as an additional language but none of these is at an early stage of learning English. The proportion of pupils with learning difficulties is below average. The proportion eligible for free school meals is well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Shelley Primary is a good school with outstanding aspects to its work. Pupils achieve well and their personal development is outstanding. Parents hold positive views about the school and are pleased with the care and the education provided. Good leadership and management are key factors contributing to the school's success. The headteacher provides good educational direction. He is well supported by senior staff and subject leaders, who all make a valuable contribution to the school's performance. Careful analysis of pupils' assessments and regular reviews of practice mean that the school has an accurate view of how well it is doing. Effective action is taken to bring about improvements where needed. Teamwork among the staff is strong and there is a clear commitment from all in providing good quality education and care for all pupils. Good care, guidance and support contribute significantly to pupils' academic and personal development. In this positive school community, all pupils are valued. Pupils thoroughly enjoy school and this is reflected by their good attendance and keen participation in all activities. High expectations by all staff and outstanding relationships lead to exemplary behaviour. Pupils show an exceptionally good understanding of the importance of healthy lifestyles and how to keep safe. They readily take on additional responsibilities to help the school and the wider community. Pupils' appreciation, care and respect for the environment are strong features of their personal development. The school has recognised that pupils' individual learning targets are not yet consistently showing them how to improve in key subjects. Children in Reception get off to a sound start because of satisfactory provision. They gain good skills in literacy and numeracy but the facilities for outdoor learning are limited. In all the later years, good teaching and learning enable pupils to make good progress. Teaching is enthusiastic and challenging, and tasks are well matched to pupils' different abilities and needs. Pupils respond very positively to their teachers. The school has focused on developing writing skills and has increased problemsolving work in mathematics and practical investigations in science. This action has been successful in improving progress for all pupils, but particularly in challenging the more able. In the current Year 6, standards are well above average. Provision for music is one of the school's many strengths and there are plenty of opportunities for pupils to practise and perform. A good range of clubs, visits and trips enrich a good curriculum. Pupils are extremely well prepared for the next stage of their education.

What the school should do to improve further

- extend the system for setting individual learning targets so that all pupils are clear about what they are working on to improve
- improve the outdoor learning area for the children in Reception.

Achievement and standards

Grade: 2

Pupils are achieving well. Attainment on entry to the school can vary but most year groups enter with knowledge and skills above those expected for their age. Children in Reception make satisfactory gains in all areas of learning and reach above expected standards. In Year 2, standards are usually above average. National test results for Year 6 in 2006 were above average in English, mathematics and science. Most pupils achieved satisfactorily from their prior starting points in Year 2 but positive action has been taken to raise achievement further. Pupils apply and develop their literacy skills well in a range of subjects. They use investigative and problemsolving skills extremely well in mathematics and science. Standards in the current Year

6 are well above average in English, mathematics and science. Pupils' information and communication technology (ICT) skills are also well developed. For example, in Year 6 they create high quality multimedia presentations. All groups make good progress. Higher-attaining pupils are challenged and extended. Those with learning difficulties receive well-targeted teaching and support.

Personal development and well-being

Grade: 1

Pupils participate with enthusiasm in all aspects of school life. They are keen to come to school and their spiritual, moral, social and cultural development is outstanding. Pupils are considerate, confident and respectful. Pupils' excellent understanding of healthy diets and their keen participation in physical activities contribute to their healthy lifestyle. Pupils thrive on additional responsibilities. Those on the school council, librarians and playground friends take their responsibilities seriously. During the inspection, the eco committee presented a high quality assembly to the whole school on 'Saving Electricity'. They used ICT well to enhance the presentation and the importance of reducing, reusing and recycling was effectively promoted. Pupils also contribute very well to the wider community by raising funds for a range of charities. At Shelley, pupils are extremely well prepared for their future lives because by the time they leave, they possess high levels of skills in literacy and numeracy and use ICT competently. In addition, their personal and social skills are very well developed.

Quality of provision

Teaching and learning

Grade: 2

All teachers have established high expectations of learning and behaviour and have very positive relationships with their class. Classrooms are attractive and stimulating learning environments. As the pupils remarked, 'Teachers make it fun to learn'. Throughout the school, teachers effectively share the purpose of the lesson with the class, so that pupils know what they are expected to learn. Teachers' instructions, demonstrations and explanations are clear and informative. Pupils are attentive and respond extremely well to their teachers. They readily share their learning and are given good opportunities to discuss their ideas and opinions. Interactive whiteboards are used effectively to illustrate key learning points. Teachers use assessment information effectively to match tasks to pupils' needs. As a result, pupils are challenged well, their interest is maintained and they make good gains in their learning. Teaching assistants provide effective support for pupils who need it. Just occasionally, introductions can be too long, the pace of learning slows and teaching assistants are not fully utilised.

Curriculum and other activities

Grade: 2

The curriculum enables all pupils to make good progress and makes an outstanding contribution to their personal development. Provision for English and mathematics is effective and accounts for pupils' good progress in literacy and numeracy. Opportunities for practical investigation in science have been successfully increased. Good links between subjects add enjoyment, interest and relevance to pupils' learning. For example, in Years 1 and 2, artwork, writing and geography were skilfully incorporated into an interesting 'Rainforest' topic. Provision for music is strong, with a large number of pupils learning instruments and having good opportunities to perform

to others. Art and design is also strong, with good quality work by pupils on display. Popular clubs include art, choir, cricket, football, recorders and tennis. Teachers, parents and outside coaches all contribute well to clubs. A recent and successful residential trip for Year 6 to Flatford Mill provided challenging outdoor activities and effectively developed pupils' social and team building skills. Themed weeks such as 'science' and 'healthy eating' contribute well to pupils' enjoyment, learning and healthy lifestyles. The Foundation Stage curriculum for children in Reception is satisfactory but the outdoor area has a limited range of equipment and facilities and this holds back children's progress, particularly in terms of their physical and creative development.

Care, guidance and support

Grade: 2

Outstanding pastoral care and support contribute extremely well to pupils' personal development. Procedures to ensure pupils' protection and safety are highly effective so they are safe and secure at school. Staff know the pupils very well and have established extremely positive relationships with them. Effective systems for assessing and tracking pupils' attainment and progress have been established. Assessment information is used well to plan teaching and learning. The school has well-thought-out plans to extend the setting of challenging individual learning targets for pupils so that all are clear about what they are working towards, but these have not yet been implemented.

Leadership and management

Grade: 2

Leadership and management are successfully promoting good quality provision and this is resulting in favourable outcomes for pupils. Responsibilities are effectively shared among the teaching force, who make a good contribution to the leadership of the school. Subject leaders have benefited from initiatives such as 'Leading from the Middle' and are becoming more effective in monitoring and developing their subjects. Staff work well together and are committed to the school's key aim, 'to create a happy caring and enriching environment where everybody matters and which enables the best possible learning journey for all.' Self-evaluation is accurate. Assessment and performance data is carefully analysed to identify the strengths and weaknesses in pupils' learning. This information is used well to plan and bring about improvements. Recent improvements to provision in writing, mathematics and science have had a positive impact on pupils' progress. The school has demonstrated a good capacity to improve further. Senior leaders know there is more to do to improve the Foundation Stage curriculum and individual target setting. The governors are effective and provide strong support and constructive challenge. They have a good understanding of the school's performance.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 4 July 2007 Dear Pupils Inspection of Shelley Primary School, Horsham, RH12 3RU Thank you so much for welcoming me into your school and showing me your work. I thoroughly enjoyed my visit and would like to tell you what I found out. Shelley is a good school and one you can be proud of. These things are strengths of the school:
- you clearly enjoy school and this is shown by your good attendance and keen participation in school activities
- teaching is good, which is why you learn so much
- you make good progress and standards are high by Year 6
- your behaviour is outstanding and you get on very well with others
- you benefit from interesting learning activities and a good range of additional clubs and visits
- there are good opportunities for music in the school and many of you are benefiting from learning instruments or singing in the choir
- you show an excellent understanding of the importance of keeping healthy and safe
- you also show care and respect for the environment
- the staff know you well and you receive excellent care and support from them
- the school is well led by your headteacher and other staff
- your parents are pleased with the school and give it good support. There are the things the school has been asked to improve:
- teachers should extend the use of individual learning targets so that you are all clear about what you are aiming for
- the equipment and facilities in the outdoor learning area for children in Reception could be improved. Finally, thank you once again for all your help. I wish you all the best for the future. With kind regards, Derek Watts Lead Inspector