

Shelton Junior School

Inspection report

Unique Reference Number	112983
Local Authority	City of Derby
Inspection number	311077
Inspection dates	8–9 May 2008
Reporting inspector	Gill Broadbent

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	258
Appropriate authority	The governing body
Chair	Mrs S Stainer
Headteacher	Mr S F Jones
Date of previous school inspection	22 March 2004
School address	Carlton Avenue Shelton Lock Derby DE24 9EJ
Telephone number	01332 701212
Fax number	01332 701212

Age group	7–11
Inspection dates	8–9 May 2008
Inspection number	311077

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average sized school serves pupils with a wide range of backgrounds. The majority of pupils are White British and the rest of the pupils are from a number of different minority ethnic groups. Few, but an increasing number of pupils are learning to speak English as an additional language. The proportions of pupils with learning difficulties and/or disabilities are below average and those with a statement of special educational need are average. There are more boys than girls in several year groups. The school has Healthy School and Basic Skills Quality Mark awards. A new headteacher joined the school in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils' positive attitudes, good behaviour and courtesy contribute greatly to a harmonious, happy atmosphere where pupils from all backgrounds play and learn together happily. One parent echoed the views of the majority in writing, 'The staff are caring and committed to ensuring the best for your child', reflecting overwhelming support of the school. Standards and achievement in English and science have improved since the last inspection, which demonstrates the school has a good capacity to improve further. A seamless transition to the new headteacher has allowed him to have an accurate understanding of the school's many strengths. He is successfully building on them with the full support of the senior management team, staff and governors. He has swiftly shared his clear vision and aspirations for the school to improve further to become outstanding.

Teaching and learning are good, overall, although across the school their quality varies from satisfactory to outstanding. Although there is good teaching in all year groups, progress is less rapid in Years 3 and 4 and accelerates in Years 5 and 6. From average standards on entry, pupils make good progress and successfully reach well above average standards by the end of Year 6 in English, mathematics and science. The headteacher is keen to build upon this success and has begun to implement actions to raise achievement and standards further. For example, although boys' and girls' achievement is good, since 2005 an unusual trend shows that boys do slightly better than girls in English and mathematics. Similarly, gifted and talented pupils receive some good extra-curricular provision to meet their needs well. However, the school's monitoring of lessons shows that teaching across the school does not provide a consistently high level of challenge especially in Years 3 and 4.

Many after school activities add greatly to pupils' enjoyment of learning. The good curriculum provides interesting activities in each subject that ensure pupils cover all aspects of the National Curriculum effectively. The school knows that this arrangement does not provide sufficient opportunities for pupils to improve upon their good literacy, numeracy and information, communication and technology (ICT) skills as would making stronger links between subjects. Therefore, the school is developing a more creative curriculum. Activities in art and drama are in the early stages of developing this approach, which is adding immensely to pupils' enjoyment, enhancing literacy skills and creating outstanding artwork.

Pupils' personal and spiritual, social, moral and cultural development is good because of the effective programme provided for them. They become mature, responsible and delightful young people who clearly enjoy each other's company. They contribute much to the school community through the school council. They understand the importance of keeping themselves safe and requested playground improvements to help them do so. They choose to eat healthily and take up many sporting activities. They are well prepared for their future lives through their good attendance, academic standards and positive attitudes to learning. Pupils learn how to work in pairs well but too few activities create opportunities for them to improve their satisfactory independent learning skills and group work.

What the school should do to improve further

- Make teaching and learning more consistently good across the school and ensure activities are precisely planned to meet pupils' different needs, especially the needs of girls and the most able pupils.

- Provide challenging and creative activities that make links between subjects, which enable pupils to use, and thus enhance their good literacy, numeracy and ICT skills.
- Provide more opportunities for pupil's to use their initiative and develop their independent learning and group work skills Achievement and standards

Achievement and standards

Grade: 2

Standards are well above average in English, mathematics and science. The percentage of pupils attaining the highest levels in English and science is also well above average. By the end of Year 6, pupils have made good progress, although the rate of progress in Years 3 and 4 is less than in other years. The school's focus on improving pupils' skills in multiplication and division is ensuring that all pupils and girls especially, are currently on track to reach challenging targets. Pupils from minority ethnic backgrounds and those who have greater difficulty with learning make as good progress as their peers. For many years attainment on entry to school has been broadly average; however, the current Years 3 and 4 were above average when they started school. The school is aware that a higher level of challenge for these pupils is essential to ensure that they achieve well. Tracking pupil's standards increasingly identifies those who are not making sufficient progress, which is having a positive impact on planning work and raising standards.

Personal development and well-being

Grade: 2

Most pupils enjoy learning and work hard during lessons. Pupils express their own feelings and respect the cultures and customs of pupils from different cultures. They are sensitive to the impact they have on others. As a result, behaviour is good and bullying very rare because, if it happens, it is taken seriously and stopped. Pupils make a good contribution to school through the School Council. They are proud their suggestions have had an effect, for example to sell fruit at break times and the lunchtime salad bar, both of which have improved the take up of healthy eating. Pupils understand the importance of protecting themselves from the sun and know staff will act upon their request to create more shade in the playground. Pupils' develop teamwork skills in sports but have too few opportunities to work collaboratively in groups in other lessons. Pupils have also made a good contribution to the wider community through their singing at the local shopping centre, in the homes for the elderly and by inviting local councillors to help them resolve local issues.

Quality of provision

Teaching and learning

Grade: 2

Teachers establish a positive environment in which pupils enjoy learning. A range of interesting activities is taught at a brisk pace. These are targeted at the needs of specific groups of pupils, especially in relation to identified weaknesses in tests, which helps to ensure their good progress. Teaching assistants work well with teachers to provide effective support for pupils who are at risk of falling behind or have specific learning needs. Teachers model answers and learning strategies well so that pupils know how to improve their work. Their marking of pupils' work often gives good advice about what pupils need to do to improve, although this is done inconsistently across school. Pupils' behaviour and attitudes are good, except in a minority of

lessons where the work is less interesting. Questioning, such as in plenary sessions, allows pupils to express their ideas but it is not probing enough, especially for the more able, to challenge pupils to extend their thinking. Teachers plan progressively harder activities but these do not always challenge the most able pupils.

Curriculum and other activities

Grade: 2

The school's focus on developing the key skills of literacy, numeracy and ICT has been successful in maintaining well above average standards. However, the school has recognised that there are too few opportunities for pupils to develop these skills across a range of subjects, especially for the most able. It is developing a more thematic and creative curriculum that more accurately reflects the interests of its pupils and builds upon the outstanding work already done in arts subjects. A programme of work in the social and emotional aspects of learning effectively supports pupils' personal development and well-being. Varied programmes of enrichment and extra-curricular activities, including well-planned and regular homework, support pupils' learning and add to their enjoyment of school.

Care, guidance and support

Grade: 2

Pastoral care, support and guidance are good and parents speak very highly of the level of care their children receive at school. Pupils are well cared for and are confident knowing that if they have any worries adults in the school will help them. Pupils reach appropriately challenging targets because they receive good support and advice to help them improve. This is especially so in Years 5 and 6 where activities and guidance more precisely match pupil's individual learning needs. The individual education plans for pupils who require additional support are precise and help to ensure that these pupils make good progress towards their targets. They access fully all that the school offers to achieve well. The school identifies the needs of vulnerable pupils quickly. The strong support of the learning mentor, with the support of external agencies if necessary, meets their needs very effectively.

Arrangements for child protection, risk assessment and health and safety are all in place and effective.

Leadership and management

Grade: 2

Effective leadership and management that focuses on rigorous evaluation of standards and achievement in pupil's academic and personal development is the basis for accurate school self-evaluation. Following the last inspection the school's priorities focused on successfully halting, and reversing a dip in standards in English and science by setting pupil's individual targets in all core subjects. Performance management focuses tightly on priorities for improvement, which contributes significantly to the school's success. Teamwork of senior staff and most coordinators is strong and provides good professional support and advice for less experienced colleagues. The school seeks and acts upon the views of parents and their children. They were especially pleased to be consulted about the qualities they wanted to see in a new headteacher. Governors ensure good value for money through rigorous financial management. They challenge the school to improve and provide good support. They identified the need to

improve their profile and role in monitoring the school's work by building on well-established visits. Everyone knows there is more to do and all are determined to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Text from letter to pupils explaining the findings of the inspection

12 May 2008

Dear Pupils

Inspection of Shelton Junior School, Shelton Lock, Derby, DE249EJ

Thank you very much for being so welcoming and helpful when we inspected your school recently. Special thanks go to the children and school council representatives who gave up some of their lunchtimes to talk to us. This letter is to tell you some of the important things that we found.

- Your school is good.
- You are thoughtful and kind towards each other, so your behaviour is good and bullying, although very rare is stopped if it happens.
- All of the adults work well together as a team so that you reach well above average standards and make good progress by the end of Year 6.
- Many interesting activities help you to do well in each subject but they do not always challenge some of you enough.
- Your teachers help you to work well in pairs but need to give you more chances to find things out for yourself and to work in groups.
- You are very aware of how to keep yourselves safe and sensibly ask for help from adults to do so.

The headteacher, staff and governors do a good job and are determined to help make your school even better. We agreed with them that they should do these things.

- Make sure teaching is consistently good or better.
- Provide challenging activities that link subjects so that you can use and improve your good literacy, numeracy and ICT skills.
- Help you to use your initiative to find things out for yourself and to work in groups.

You can help too through the school council to provide ideas to improve your playground. I hope that you continue to enjoy your learning when you move to the high school.

Yours sincerely

Mrs Gill Broadbent

Lead inspector