

Shelley Primary School

Inspection report

Unique Reference Number	125820
Local Authority	West Sussex
Inspection number	340841
Inspection dates	6–7 July 2010
Reporting inspector	Peter Thrussell

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 of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Mrs Mandy Jones
Headteacher	David Bird
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Ten teachers were seen and eighteen lessons observed. There were discussions with individual and groups of pupils, meetings held with the headteacher, governors and senior teachers. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils and 82 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress, and whether the decline in recent years has been halted, especially in mathematics and science
- how well teaching contributes to pupils' learning, particularly girls and pupils with special educational needs and/or disabilities
- the effectiveness and use of assessment and the support systems in place to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements
- the progress of children in the Early Years Foundation Stage, given their starting points.

Information about the school

This is a slightly larger than average primary school. Most pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is small. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, is average. A few of these have specific needs, including specific learning, behavioural, emotional and social, and speech, language and communication difficulties. Most pupils are taught in mixed age classes, covering two year groups. This includes children in the Early Years Foundation Stage who are taught alongside a number of Year 1 pupils. The school holds a Healthy School award and Rights Respecting School accreditation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Shelley Primary is a satisfactory school. Staff are proud to work here and share a common goal for school improvement. There has nevertheless been some decline in attainment and progress since the last inspection, with key staff changes and elements of weaker teaching being contributory factors. Although tracking systems were in place to monitor pupils' progress, these did not readily pick up and address underachievement. The school now makes much fuller use of its assessment information to quickly identify and address underachievement with increasing effectiveness. Consequently, the rate of pupil progress has improved, especially over the last year. Attainment at the end of Year 2 has risen and is now above average in reading, writing and mathematics. Recent assessments at the end of Year 6 show that attainment in English, mathematics and science is average. This has halted the decline in standards, especially evident in mathematics and science. These improvements in attainment have been aided further by better teaching for these pupils. Pupils in Year 6 especially have made up considerable lost ground in their learning over the last year, but not enough to fully compensate for past underachievement given their above average attainment at the end of Key Stage 1.

Teachers have become increasingly confident in their assessment of pupils' learning and progress, working closely with other local schools to check the accuracy of their skills in assessing the levels at which pupils are working, in order to pin point the next steps in learning. Whereas teachers use this assessment information effectively to identify ability groups in their classes, the use of this information to match work to pupils' different needs and aptitudes is less secure. As a result, more able pupils are not always challenged sufficiently, and less able pupils at times find the work too difficult, so that progress slows. Assessment information is also used to set targets for pupils to show them how to improve their work. Where these are used effectively, their purpose is clear with both staff and pupils referring to them in lessons. However, this use is inconsistent, shown particularly in the marking of pupils' work. Although work is marked regularly, comments tend to congratulate pupils on how well they have done, rather than linking them to their targets and showing pupils how to develop and improve their work. Improvements have been made in English with the introduction of a scheme that encourages pupils to write more at length and to discuss and assess the quality of their work, often linked to topics that they are following, such as the Second World War. Inspection observations showed that further opportunities for pupils to discuss and evaluate their own learning were not strongly evident in lessons. Often, introductions were too long and over directed, without opportunities for pupils to discuss their learning in order to check and establish their understanding more fully.

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Staff ensure a good level of personal development and well-being, including pupils' spiritual, moral, social and cultural development. This, along with effective care, guidance and support for pupils, is a contributory factor to pupils' learning and progress. Positive attitudes and good behaviour are evident both in and out of classrooms. The school is taking appropriate actions to raise attainment and progress, but does not set out clearly defined outcomes against which to monitor and evaluate their impact, so as to ensure their fullest effectiveness. Nevertheless, actions to bring about improvements are meeting with some success. For example, a new policy on developing calculation skills and a focus on problem-solving are improving learning and progress in mathematics. In response to the last inspection, the outdoor learning area for children in Reception has been improved considerably. However, along with the indoor areas, it is not being fully utilised to provide opportunities for children to explore and take more initiative in their own learning. Accurate self-evaluation and recent improvements show that the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and progress, particularly in English and mathematics, by improving the consistency and quality of teaching, ensuring that:
 - assessment information is used fully to plan work that meets pupils' different learning needs and aptitudes
 - lesson introductions are shorter and focused, and provide opportunities for pupils to discuss their learning
 - marking shows pupils how to improve their work, making reference to their individual targets
 - topics provide opportunities for pupils to use and practise all of their core skills.
- Improve leadership and management by ensuring that planned actions for improvement, where appropriate, relate to raising attainment and progress and show how they are to be monitored and evaluated against clearly defined outcomes.
- Improve the provision in the Early Years Foundation Stage by providing more opportunities for children to explore and initiate their own learning across all of the areas of learning.

Outcomes for individuals and groups of pupils**3**

Achievement overall is satisfactory for all groups of learners, including those with special educational needs and/or disabilities. Inspectors observed no difference in the learning of boys and girls, confirmed by the school's latest assessment data. Pupils enjoy lessons, especially when they are fully engaged, want to do their best and make satisfactory, and at times good, progress. Good learning was observed in an English lesson where older pupils were using techniques to create tension in their writing. A good pace, effective support by the teaching assistant for pupils with learning difficulties, and opportunities

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for pupils to assess their own and each other's work, ensured that all made good progress. Enjoyment was fully evident in a mathematics lesson for younger pupils, with a 'working buzz' about the classroom. They eagerly talked about their work. This was well matched to their different needs and pupils made reference to their displayed targets, so ensuring their good progress. However, in other lessons pupils sit for too long; introductions do not take sufficient account of pupils' previous learning and pupils have difficulty following teachers' explanations. Planned extension work for more able pupils is not always introduced early enough which slows the progress of these pupils. Pupils feel safe in school and enjoy their time here, reflected in their good attendance. A few pupils expressed concern about behaviour. Apart from a little minor off-task behaviour, when pupils were not all fully engaged in their learning, inspectors found behaviour to be good. Another good aspect in pupils' personal development is their understanding and commitment to healthy lifestyles, shown in an award gained by the school. An effective sports partnership encourages pupils to be physically active, and they are generally aware of what constitutes a healthy diet, although not always fully reflected in some lunch boxes. Pupils have good opportunities to contribute to the school and local community, for example when taking part in 'the big tidy up' of the local village. However, their awareness of communities and cultures beyond their own is less well developed. Given their level of personal development and adequate acquisition of core skills, pupils are satisfactorily prepared for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships between staff and pupils are good. Consequently, pupils are generally attentive in lessons and behave well. However, a few become passive and inattentive when activities are not matched well enough to their ability and interest and introductions are over long. Good use is made of interactive whiteboards, both to enliven introductions and for pupils to model work for others. Lessons are well prepared and plans clearly show the different stages of the lesson to be followed through. Sometimes teachers follow these quite fixedly, without always allowing sufficient time for pupils to discuss what they are learning. Consequently, opportunities are missed for pupils to develop further understanding and for teachers to assess this and any arising difficulties. In some lessons, pupils' access to learning and activities relies more on adult support than on work that is more carefully matched to their different abilities and aptitudes.

The curriculum adequately meets the learning needs of pupils. A range of topics adds purpose to pupils' learning, drawing on their particular interests and encouraging them to use their own enquiry skills. These promote, especially, the use and development of their writing skills, but do not yet fully incorporate their mathematics and information and communication technology (ICT) skills. Good provision is made for pupils' personal development. A good range of visits, visitors and themed events helps to bring learning to life, and popular lunchtime and after-school clubs effectively promote pupils' social development. Good provision for music and the opportunity to learn a foreign language provide further enrichment. Strong partnerships with other local schools make further provision for more able pupils, including those who are gifted and talented. For example, there are enrichment activities in ICT, mathematics and science for older pupils, and a 'philosophy for children' course for younger ones.

Pupils are known well by staff who ensure their safety and well-being and quickly pick up on any concerns. Effective support groups in school, the work of the family link worker, and strong links with outside specialists ensure the full inclusion of more vulnerable pupils with specific learning and/or personal needs. Effective transition arrangements are in place to ensure that pupils quickly settle into their next school.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3 3
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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other senior staff are clear about the actions needed to drive school improvement. They have met with some success over the last year in raising the levels of attainment and progress and improving the quality and consistency of teaching and learning. Teachers, through termly meetings with senior staff, are now more accountable for the progress made by pupils, so encouraging them to reflect on the quality of their teaching, guidance and support of pupils. Nevertheless, inconsistencies in the quality of teaching and learning and the progress made by pupils mean that the school's promotion of equal opportunity is satisfactory rather than good. Governors provide good support for the school and ensure that safeguarding procedures are in place and adhered to. Their high level of challenge on the school's performance has played a key part in recent improvements. The school has good links with parents and carers, encouraging them to play a positive part in their children's learning. As well as regular and informative newsletters, home/school computer links provide opportunities for them to support their children's learning. Informative workshops, for example on the school's approach to teaching mathematics, have also been beneficial. The school has carried out a thorough audit of its promotion of pupils' understanding and respect for different communities and cultures, recognising that more needs to be done at national and global levels.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills above those expected at this age. They make satisfactory progress and, when they enter Year 1, most are working securely within the early learning goals, with some fully meeting or exceeding them, with writing being the relatively weaker element. Strong links with parents and carers and good induction arrangements ensure that children are happy and quickly settle into school. Their health, safety and well-being are promoted well, aided by good relationships with staff. Children quickly learn to work and play well together, helping each other and taking turns. The learning environment has improved considerably since the last inspection with the development of the outside area. However, this is not yet fully utilised to ensure that children have the fullest opportunities to move around independently, choose activities and take initiative for their own learning. There is an over-dependency on adult-led activities and missed opportunities to develop and embed literacy and numeracy skills and to promote the other areas of learning. At times, adults work in more of a supervisory mode, rather than speaking and interacting with children to extend their ideas and develop their learning more fully. Assessment opportunities are not frequent enough to fully monitor children's progress. Consequently, planning is not sufficiently tuned into their individual learning needs, nor does it always show how the different areas of learning are to be developed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost half of all families responded to the inspection questionnaire. Most parents and carers are happy with their children's experience of school, feel that they are safe and enjoy their time at school. A few expressed concerns about the progress their children are making, particularly in mixed-age classes. The inspection found that, although there has been some underachievement in recent years, children are now making satisfactory, and sometimes good, progress. This is due to the improving quality of teaching and learning, which is increasingly taking fuller account of both the age and ability of children in mixed-age classes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shelley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	59	33	40	1	1	0	0
The school keeps my child safe	54	66	26	32	1	1	1	1
The school informs me about my child's progress	36	44	42	51	2	2	2	2
My child is making enough progress at this school	36	44	36	44	10	12	0	0
The teaching is good at this school	44	54	35	43	3	4	0	0
The school helps me to support my child's learning	31	39	42	53	5	6	2	3
The school helps my child to have a healthy lifestyle	31	38	50	61	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	35	43	52	3	4	0	0
The school meets my child's particular needs	22	27	51	62	5	6	0	0
The school deals effectively with unacceptable behaviour	28	34	51	62	2	2	1	1
The school takes account of my suggestions and concerns	18	22	51	63	4	5	2	3
The school is led and managed effectively	37	45	43	52	2	2	0	0
Overall, I am happy with my child's experience at this school	46	56	32	39	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Shelley Primary School, Broadbridge Heath RH12 3LU

Thank you for your contribution to the inspection. We spoke with some of you during our visit and found you interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. Shelley Primary is a satisfactory school, which means that some things are good but some things need to be improved.

These are the things that the school does well.

- The school looks after you well.
- You behave well and want to do your best in lessons.
- The school encourages you to eat healthily and keep fit.
- The school provides many additional and enjoyable activities for you.
- The school encourages your parents and carers to support you in your learning.
- Your headteacher and staff are working closely together to improve the school.
- The governors support the school well and have helped it to move forward since the last inspection.

You need to do even better in school and all make good progress in your learning. The school has plans to help with this and we have asked leaders to check that these plans are working as well as possible. We have asked your teachers to use the information they have on how well you are doing, to plan work that is just right for each one of you, not too difficult and not too easy, and where possible link this with your topic work. Also, to involve you more in the introduction to lessons, ensure that you all discuss what you are learning and refer to your targets when marking your work to show you how well you are meeting them.

Children in the Reception classes now have a wonderful outdoor area to use. We have asked the teachers to give children more time to use both this area and the classrooms, to choose activities and find out things for themselves.

Thank you again for your help. You can do your bit to help by working hard in lessons and continuing to enjoy all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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