

# John Shelton Community Primary School Profile

Published 27 August 2009



## John Shelton Community Primary School

Briscoe Road

Coventry, West Midlands, CV6 4JP

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<http://www.johnshelton.coventry.sch.uk>

Children's Service Authority:	Coventry
Age range:	3-11
Number of pupils:	232
Head teacher:	Miss Claire Jones
Chair of governors:	Canon C Dunkley

## What have been our successes this year?

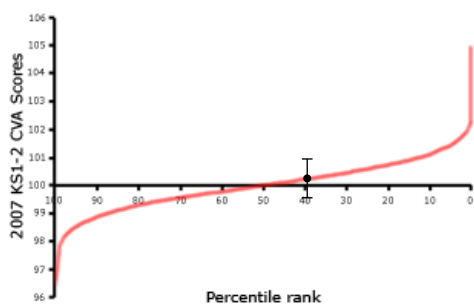
- Children's progress and attainment in reading, writing and maths across the school has risen compared to previous years.
- Learning has become more child-focused, with children being more actively involved in lessons and being encouraged to take greater responsibility for their own learning.
- We have improved our targeting and provision for under-performing children. This has included the deployment of additional teaching staff in Years 5 and 6.
- We have reviewed our behaviour policy in order to provide clear and consistent expectations across the school and to promote a focus on recognising and rewarding the positive.
- We have built strong and positive relationships with our parents/carers, inviting them into school at every opportunity and providing them with detailed information about their child's progress.
- We have raised the profile of our School Council, providing children with clear lines of communication and the opportunity to have a 'voice' in school development.
- Regular opportunities have been provided for all stakeholders to provide feedback about what we are doing in order to support us in continuing to develop and improve.
- A breakfast club has been established to provide before-school care for families.

## What are we trying to improve?

We are always striving to improve what we do as a school in order to ensure that the children are provided with the very best education and care while they are with us. In 2009/10, we will be focusing on:

- Continuing to improve the progress and attainment of children in all year groups so that a higher proportion of children are achieving in line with national expectations.
- Continuing to develop our approach to learning and teaching in order to better engage the children and raise standards.
- Further refining our approach to the identification and targeting of children who are under-performing, who find learning difficult or who are more able, gifted or talented and enhancing the provision for these groups.
- Reviewing our approach to assessment so that we can better target the needs of individual children.
- Reviewing our curriculum to make it more creative, exciting and meaningful to the children.
- Continuing to foster positive relationships with parents and carers and the wider community in order to enhance outcomes for all children.

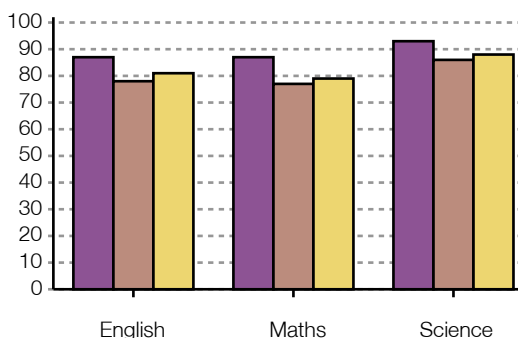
## How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

## How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

## How have our results changed over time?

Standards on entry to Nursery are consistently below average. By the end of Reception, the children in July 09 achieved in line with the city average points score, indicating good progress.

By the end of Key Stage One, results at Level 2B+ in reading, writing and maths have steadily improved over the last 3 years with children in July 09 narrowing the gap between John Shelton's level of achievement and school's nationally.

At the end of Key Stage Two, results have fluctuated over time due to the difference in ability of children in each cohort. Other than in July 08 where results were in line with national expectation, we consistently fall below the standards achieved by school's nationally although our children do make at least satisfactory progress from when they entered school.

Achievement and progress is a key priority for us as a school as we are not prepared to accept the historical pattern of results and continual achievement below national expectation.

We are fully focused on raising standards across the school in order to ensure that a higher proportion of children leave every year group achieving in line with national expectation in reading, writing and maths.

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## How are we making sure that every child gets teaching to meet their individual needs?

We are committed to providing a fully inclusive education which fully meets the needs of all our children. In order to achieve this:

- A rigorous tracking and target setting process is used to monitor every child's progress & attainment each term, identify under-performing children and set specific programmes of support to enable them to 'catch-up'.
- Clear systems are in place to identify children with specific needs at both ends of the academic spectrum to ensure additional support or challenge is provided where needed.
- Children identified as having SEN have an individual plan which identifies specific targets to support them in making progress in key aspects of their learning & development.
- Enrichment programmes are offered to extend more able, gifted & talented children.
- All lessons are clearly differentiated and all classes have a teacher and TA to support and challenge individuals and groups. Rigorous assessment is used to inform the next steps for learning.
- An additional teacher is employed in Year 5 & 6 to enable teaching & learning to be better matched to individual's needs.
  - An additional teacher supports the learning of EAL children.
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A personalised plan is developed each term for children who are fostered/cared for.

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## How are we working with parents and the community?

We have a strong & positive relationship with our parents/carers and they are involved in the school community in a number of ways, including:

- A termly open morning/afternoon in which parents/carers can come into school & learn alongside their children.
- Weekly curriculum support, e.g. hearing children read and assisting with classroom activities
- A weekly awards assembly and coffee morning.
- A weekly ICT drop-in session for parents/carers and the wider community.
- The provision of an annual home-school agreement, weekly newsletters, half-termly effort and behaviour reports, termly consultation afternoons/evenings and an annual written report.
- Being regularly asked for feedback about what we are doing well and what we could do better.
- The PSA.

We have well established partnerships with the following organisations:

- The local church
- Feeder secondary schools
- External support agencies
- A village school in Warwickshire
- Warwick University

We also provide:

- A before-school breakfast club
- A daily lunchtime club for nursery children
- Adult learning opportunities in Literacy, Numeracy, ICT
- Parenting classes
- A school nurse drop-in session each term
- NVQ and work experience places
- Student teacher placements

## What have pupils told us about the school, and what have we done as a result?

Gaining the views & opinions of children is an integral part of our school self-evaluation. Children meet with the HT each term to discuss key school issues & all children complete an annual questionnaire which feeds into the SDP. Subject Leaders meet with children at least bi-annually to gather views about learning, teaching & the curriculum.

School Council meet weekly & have an annual budget to manage. Class councils feed into this so that all children have a voice. This year, the children have chosen 3 charities to support and have organised a number of fund raising events.

Feedback in July 08 identified that the children wanted:

- More rewards for children who work hard and behave well all of the time
- More playground equipment
- School pets
- A tuck shop

We have taken the following action:

- The behaviour policy was reviewed and a new reward system introduced.
  - A tyre park was built on the school field, this was designed by one of the children.
  - Each class has a fish which was chosen by 2 of the children and named by the class.
  - A school shop was opened. School Council decided on the jobs which were needed and wrote job descriptions. Children then applied for the jobs and were appointed through an interview process.
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## How do we make sure our pupils are healthy, safe and well-supported?

The health, safety and well-being of our children is a key priority. Our safeguarding procedures are rigorous and under-go regular review. Expectations of behaviour are clear & we promote & reward acceptable behaviour. We have few incidents of bullying, racism or poor behaviour. Our behaviour policy is monitored & all incidents are dealt with thoroughly & in partnership with parents/cares. All outdoor activities & excursions are planned in detail & detailed risk assessments carried out.

Through the curriculum we teach the children how to keep themselves safe & how to make well-informed decisions about their lifestyle. External agencies are involved in supporting the delivery of this work, e.g. school nurse, road safety agency, community police, fire service.

We are an accredited 'Healthy School' & actively promote healthy lifestyles through:

- A focus on healthy eating.
- Providing a range of PE and sports activities & we currently hold the Active Mark Gold Award.
- Providing free water bottles for all children.

In order to support children's social & emotional well-being, we have a full-time Learning Mentor who works alongside individual & small groups of children who need additional support. We run an annual anti-bullying week.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

## **What activities and options are available to pupils?**

We offer all children a broad and balanced curriculum and enhance this through:

- The delivery of a modern foreign language in Years 3, 4, 5 and 6.
- Regular excursions and visits to complement curriculum delivery.
- A number of visiting theatre groups, musicians and artists.
- A residential visit in Year 3/4 and Year 5/6 focused on team building and the development of outdoor adventure skills.
- Musical instrument tuition in flute and guitar.
- Singing and drama lessons through a specialist provider from the Performing Arts Service
- A wide range of extra-curricular activities including football, netball, cricket, rounders, basketball, tag rugby, short tennis, singing and drama, dance, ICT, reading, cross-country, art and story telling.

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## **What do our pupils do after leaving this school?**

The majority of our children go to President Kennedy Secondary School and we have strong links with this school. We attend termly liaison meetings with a member of their Leadership Team and transition into Year 7 is managed very carefully in the year leading into the move through:

- The Headteacher visiting John Shelton to meet with parents/carers and their children in the Autumn Term.
  - Meetings between the Year 6 class teacher and Head of Year 7 late in the Spring Term.
  - Meetings between John Shelton's SENCo and President Kennedy's SENCo to plan additional support for more vulnerable children.
  - President Kennedy teachers coming to John Shelton to deliver Literacy and Numeracy and children visiting President Kennedy to experience some lessons there early in the Summer Term.
  - Former pupils visit Year 6 to talk about their experiences in the Summer Term.
  - An open evening and transition day late in the Summer Term.
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## What have we done in response to Ofsted?

In November 2006, Ofsted identified 2 key issues:

- To provide more challenge for more able pupils.
- To set more challenging targets for school performance in national assessments.

Last year, we reviewed the approach taken to teaching and learning in all year groups with an emphasis on having high expectations of *every* children and ensuring that work was appropriately differentiated in order to stretch and challenge the more able. Training was delivered by the LA to support staff in this work.

We also reviewed our approach to the identification of MAGT children and produced a comprehensive register which highlights children's strengths and aptitudes to support staff in planning more appropriately for their needs. From Sept 09, our Inclusion Manager will take on the responsibility for this aspect of the school's work.

The school has adopted a culture of high expectation for all and a new tracking and target setting process has been introduced in all year groups in order to ensure that sufficient challenge is set for all children at all stages in their school career. As a result of this process, teachers have been made more accountable for the progress and attainment of children in their class and standards have begun to rise.

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### More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 024 76686063

Our website <http://www.johnshelton.coventry.sch.uk>

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