

John Shelton Community Primary School

Briscoe Road, Holbrooks, Coventry, CV6 4JP

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Well-planned measures which have been taken to raise attainment throughout the school have not been in place long enough to be reflected in Year 6 national test results.
- Attainment in writing still remains stubbornly low at the end of Key Stage 2, despite pupils reaching broadly average standards in reading and mathematics in Year 6.
- Teachers do not consistently challenge more-able pupils throughout lessons.
- Too few more-able pupils reach the higher levels in Key Stage 1 and Key Stage 2.
- Pupils have little opportunity to develop their skills in learning independently without the teacher's direct input and support.

The school has the following strengths

- Children's progress in the Early Years Foundation Stage is good.
- Pupils' attainment in reading, writing and mathematics in Key Stage 1 has risen in the last three years and is now above average.
- Some pupils in Key Stage 2, including pupils who speak English as an additional language, make good progress in reading and mathematics.
- Leadership, including governance, is good. Leaders have increased the proportion of good teaching since the previous inspection.
- Behaviour is good throughout the school and pupils feel safe.

Information about this inspection

- Inspectors observed teaching in all classes. A total of 12 lessons were observed, including three seen together with the headteacher. In addition, short classroom visits were made, both to look at pupils' books and to observe pupils at work.
- Inspectors had discussions with the Chair of the Governing Body and three other governors. A representative from the local authority, the headteacher, the assistant headteacher and other members of the school leadership team, teachers and two groups of pupils were also interviewed.
- Inspectors looked at a range of documents including: the school's tracking of pupils' progress, documents relating to safeguarding and special educational needs, case studies of individual pupils, and the school's self-evaluation document and its improvement priorities.
- A wide range of pupils' work was reviewed across different subjects, and inspectors heard pupils of different ages reading.
- Inspectors took account of the views of 10 parents recorded on the online questionnaire (Parent View). Inspectors also took into account 110 responses to the school's own survey of parents' views undertaken in March this year. In addition, inspectors met informally with a number of parents at the start of the school day.

Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Neil Gillespie

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The majority of pupils are White British. The proportion of pupils from various minority ethnic backgrounds and who speak English as an additional language is high.
- The proportion of pupils for whom the school receives additional income (the pupil premium) is high. In this school, the pupil premium currently applies to pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The number of pupils who join the school other than at the usual time is higher than in most schools.
- A before-school breakfast club operates on the school site every morning. It is run by the governing body and was observed as part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- An acting headteacher has been in post since September 2012. The substantive headteacher was seconded to another school last year and will not now return. A new headteacher takes up post in September 2013.

What does the school need to do to improve further?

- Improve teaching to consistently good or better, and increase the proportion of pupils reaching the higher levels in both key stages, by making sure that:
 - pupils have regular well-planned opportunities in all subjects to work on their own and with others without relying too much on the teacher's direct guidance, so that they can develop their independent learning skills better
 - more-able pupils are challenged consistently throughout lessons, particularly during lesson introductions.
- Make sure that pupils reach at least average standards in writing by the end of Key Stage 2.

Inspection judgements

The achievement of pupils

requires improvement

- The school cannot yet show consistently improving attainment at the end of Key Stage 2 and the proportion of pupils reaching the levels expected for their age in English and mathematics has fallen slightly this year.
- Attainment at the end of Key Stage 2 in writing remains low due to the school's legacy of some teaching that was inadequate and some that was less than good. Pupils' progress in reading and mathematics has improved, and their attainment in these subjects is broadly average, although few pupils attain the higher Level 5. While younger pupils are starting to catch up in their writing, Year 6 pupils have not reached average standards in this skill.
- In both Key Stage 1 and Key Stage 2, an insufficient number of more-able pupils reach the higher levels.
- The attainment of pupils in the younger age groups is improving. The results of the Year 1 national screening check on pupils' knowledge and understanding of letters and the sounds they make (phonics) have been well above average for two years. The teaching of phonics is particularly strong in Reception and Year 1. In all year groups pupils do best in reading.
- Children's progress is consistently good in the Early Years Foundation Stage. Children start in the Nursery with levels of skills, especially in personal, social and emotional development and in communication and language, below those typical for their age. Pupils join Year 1 with average levels of attainment.
- Pupils make good progress in Key Stage 1 in reading, writing and mathematics. Attainment has risen during the last three years and is now above average by the end of Year 2.
- Disabled pupils and those who have special educational needs make progress equal to that of other pupils. Pupils from the various ethnic minority groups also make similar progress to other pupils. Those pupils who speak English as an additional language make good progress. They are well supported when they join school with limited skills in speaking English.
- In 2012, Year 6 pupils known to be eligible for the pupil premium reached standards that were two terms behind their classmates in English and one term behind in mathematics. This year, the gap is similar, although closing slightly in reading. Measures taken by leaders have helped these pupils to make progress at least in line with that of most other groups.

The quality of teaching

requires improvement

- Over time, teaching across Years 1 to 6 has not been good enough to make sure that pupils achieve well and securely acquire the range of skills, particularly in writing, that they need to succeed by the end of Year 6.
- Much of the teaching observed during the inspection was good but, according to the school's own monitoring records, some of this improvement is recent. Also, according to these records, good teaching is not always a consistent feature in all classes.
- Teachers plan work, including that for disabled pupils and those who have special educational

needs, at different levels according to pupils' ability. However, although more-able pupils are often provided with more difficult work, they are not challenged consistently throughout lessons and regularly 'coast' during whole-class introductions.

- Except in the Early Years Foundation Stage, teachers do not often plan carefully crafted opportunities for pupils to learn without direct adult support and input to enable them to develop their skills in learning on their own.
- Strategies for involving pupils in their learning, such as snappy partner routines for pupils to briefly answer the teacher's questions and pupils' regular assessment of their own and others' work, are consistently well used across the school.
- Teachers question pupils well and use discussion to good effect to help pupils improve. They check on pupils' learning throughout lessons. Across the school, teachers consistently provide good marking and feedback to pupils.
- Teaching assistants are aware of teachers' planning and know their roles well. They provide good support for all pupils, including disabled pupils and those who have special educational needs.
- Teaching is outstanding in Year 6 and Reception. In these classes, teachers ensure that pupils' attitudes to learning are exemplary. They engage pupils fully in their learning, with the result that pupils show high levels of interest in the subject matter and strive to do well.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good. Pupils enjoy coming to school and relationships between pupils and staff are excellent. Pupils are interested and engaged in their lessons and want to do well. They take pride in their school.
- Behaviour around school is good. Pupils are respectful and move around the building and playground sensibly. Playtime is well supervised and lots of fun. Pupils leave equipment which they are obviously enjoying, such as the 'trim trail', to immediately respond to the bell at the end of playtime. They are then ready immediately to continue their learning.
- A large majority of parents who responded to Parent View and the school's questionnaire say that the school makes sure its pupils are well behaved. All parents say that pupils feel safe. Pupils regulate their own behaviour and do not need to be supervised directly by adults to make the right choices.
- The before-school breakfast club provides a quiet, calm and orderly environment where pupils eat, play and enjoy each other's company. Pupils are mature and share equipment well.
- Incidents of bullying are very rare. Pupils understand different types of bullying and say they know what they should do if ever they have a concern. Pupils of all ages play very well together and care for each other.
- The school's behaviour policy is well understood. Instances of poor behaviour are low and well recorded. Robust action is taken when misbehaviour does occur and parents are fully consulted.
- Those pupils who have difficulties managing their behaviour receive immediate help from outside

agencies to help them improve it. Pupils say teachers handle behavioural situations with these pupils well if incidents do occur. No pupils have been removed from the school roll through permanent exclusions and temporary exclusions are low.

- Attendance is at least average and is improving further. Persistent absence is also average. The school analyses attendance information well, including analysis by class and by pupil groups.

The leadership and management are good

- Improvements which have been implemented to raise pupils' attainment have been concerted and are increasingly effective, although they have not been in place long enough to show marked improvement in pupils' achievement by the end of Year 6.
- The acting headteacher and her senior leadership team have built well upon previous initiatives so that the proportion of good teaching has improved this year. Senior and middle leaders are all involved in making and monitoring these improvements.
- Performance management is well focused on the school development plan and teachers are helped individually to improve their practice. Teachers also play a full part in the performance management process by evaluating their own needs.
- The organisation of pupils' learning has improved significantly since the previous inspection. Pupils' study of topics in half-termly blocks builds pupils' skills well and ensures their enjoyment of learning. Each topic starts with a class visit and ends with a 'museum of work' to which parents are invited. Pupils say learning is interesting and enjoyable. Homework which is linked into the topics fully involves parents and promotes good partnerships with them. Pupils' spiritual, moral, social and cultural development is well provided for.
- The school is effective in providing pupils from all backgrounds with equal opportunities to succeed. It does not tolerate discrimination of any kind. However, the school has not ensured that all groups, including more-able pupils, achieve well. Pupil premium funding is used to provide one-to-one and small-group support for eligible pupils, and learning mentor support is made available where necessary. These measures have been effective this year in improving eligible pupils' attainment in reading.
- The local authority has provided good support to the school. It looks at data and other evidence relating to teaching and learning. The school has benefited from useful support in English and mathematics and also in the Early Years Foundation Stage, particularly in Nursery, to develop provision.
- **The governance of the school:**
 - The governing body is very active within the school community. It is effective in providing support and challenge to the leadership team. Governors have a clear understanding of the quality of teaching and pupils' achievement compared with all pupils nationally, and they know what the school has done to improve its performance. Governors make sure that finances are used in ways that support pupils' learning effectively, know how the pupil premium is being spent and how the pupils entitled to it are doing. They use their knowledge to make sensible decisions about staffing and to make sure that pay is linked to teachers' performance. Governors know what is done to tackle any underperformance in teaching. They use the strengths of individual governors well and have been fully involved in monitoring learning. They ensure that statutory duties are met and that arrangements for safeguarding pupils meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103698
Local authority	Coventry
Inspection number	404895

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Mike Killey
Headteacher	Tamara McCarthy (Acting Headteacher)
Date of previous school inspection	5 July 2011
Telephone number	02476 686 063
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