

# John Shelton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	103698
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	336133
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Nina Bee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Longden
<b>Headteacher</b>	Claire Jones
<b>Date of previous school inspection</b>	29 November 2006
<b>School address</b>	Briscoe Road Holbrooks Coventry
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<b>Email address</b>	headteacher@johnshelton.coventry.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Eleven lessons were observed and ten teachers seen teaching. Meetings were held with members of the governing body, staff, groups of pupils and representatives from the local authority. A number of parents were also spoken to. The inspectors observed the school's work, and looked at a wide range of documentation including teachers' planning, pupils' books, the school development plan and documents relating to how the school monitors teaching and learning and tracks pupils' progress. The responses from 60 questionnaires returned by parents were also analysed.

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

whether underachievement has been eliminated and whether all groups of pupils make satisfactory progress, especially in the development of writing skills

- how effectively pupils are informed about what they need to do to improve and reach their targets, especially in literacy and numeracy
- the effectiveness of the procedures used for monitoring the quality of teaching and learning and the progress that pupils make.

## Information about the school

John Shelton is an average-sized primary school. Just over half of the pupils are from White British families. Other pupils come from a wide range of different minority ethnic backgrounds, the largest group being from Asian British families. No pupils are at early stages of learning English as an additional language. The percentage of pupils identified as having special educational needs and/or disabilities is broadly average, although higher in some year groups than others. The Early Years Foundation Stage consists of two classes: a part-time Nursery class and a Reception class. There has been a high turnover of staff in the last year.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with Section 13 (13) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment, learning and progress as well as the quality of teaching and use of assessment.

Although the school's overall effectiveness is inadequate, there is evidence of recent improvement. The school's capacity to improve is satisfactory because of the good leadership of the headteacher who ensures that self-evaluation focuses on the right priorities. Although some senior leaders and managers are relatively new in post, they have an accurate understanding of the school's weaknesses and a clear vision of what is needed to improve. Actions implemented so far, such as thorough procedures to improve attendance, have been successful. Subject leaders for literacy and mathematics have focused on rigorous weekly monitoring and evaluation of teachers' planning. As a result, planning in these areas is now consistent, but similar leadership is not evident in other subjects or in the coordination of provision for pupils who have special educational needs. The high turnover of teaching staff has caused major disruptions. However, weaknesses in teaching were quickly identified and the system now used to evaluate the quality of teaching and learning is extremely thorough. Although teaching has improved, there has not been sufficient time to eliminate all of the inadequate teaching. Teachers have precise information about pupils' learning. However, this information is not yet used well enough to plan the curriculum or activities in lessons that are well matched to pupils' differing abilities. Teachers' expectations for how work is presented are often low. This results in too many pupils, particularly those who need more guidance in order to improve, presenting their work poorly. Teachers do not routinely take account of the range of abilities in the class when they ask questions. Too few pupils then volunteer answers.

Attainment is low in Year 6 in English, mathematics and science, because of past underachievement. Writing is the weakest area, as seen in lessons and pupils' books. However, the pupils have made securely satisfactory progress over the last two years in response to satisfactory teaching. This has enabled them to make up for some ground lost. In some other year groups, too many variations in the quality of teaching have had a negative impact on pupils' attainment and progress. The quality of teaching is not good enough in some year groups. Much of the teachers' marking has little impact on learning and progress because it does not provide pupils with enough feedback on how well they are doing against their targets or what they need to do to improve. Teachers

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are being held accountable for pupils' progress, and are working to ensure good learning. The quality of teaching in lessons is checked regularly and teachers receive good quality feedback from the headteacher. The school is also making good use of support from the local authority to help improve teaching.

The care and support that pupils receive are good. All pupils are known well by the adults and, as a result, their personal and social needs are well catered for. Although achievement is not good enough, most pupils are attentive and try to succeed. However, when work is too hard or uninteresting, they find it difficult to concentrate. Pupils have a good understanding of the need to eat healthily and which foods are good for them. Most pupils say that they feel safe at school and if they have a problem, an adult will sort it out for them.

### **What does the school need to do to improve further?**

- Ensure that all teaching is consistently satisfactory or better, especially in Key Stage 2, by:
  - checking that teachers use assessment information carefully to match activities accurately to the different abilities within each class
  - ensuring that activities, especially in literacy and numeracy, are exciting and capture pupils' interests so that they do not lose concentration and become inattentive
  - improving the way in which teachers question pupils, so that all are involved in discussions
  - checking that in all subjects, teachers have high expectations regarding the presentation of pupils' work.
- Raise the progress and attainment of all pupils, especially in English, mathematics and science by:
  - developing the way writing skills are taught across the curriculum so that letter formation, the joining of letters, punctuation and spelling are given a high profile in all subjects
  - developing subject leadership and the coordination of provision for special educational needs so that pupils' achievement in all areas of the curriculum is evaluated
  - ensuring that the curriculum is planned to take account of all abilities so all pupils make satisfactory or better progress and, as a result, are better prepared for their next school.
- Improve the way teachers mark pupils' work by:
  - providing all pupils with clear guidance about what they need to do to improve their work
  - linking the marking of work with pupils' targets in literacy and numeracy, so that they are well informed on how near they are to reaching them.

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## Outcomes for individuals and groups of pupils

**4**

Pupils in Year 6 make satisfactory and, at times, good progress. Although attainment at the end of Year 6 is low, the number of pupils on course to attain the higher Level 5 is slightly better than in previous years. Progress is satisfactory in Years 1 and 2, but too often inadequate in Key Stage 2. Higher-attaining pupils are not challenged sufficiently and lower-attaining pupils, including those with special educational needs and/or disabilities, find activities too difficult. Pupils of minority ethnic heritage make similar progress to their peers.

Pupils are proud to be members of the school council and like being able to make suggestions for school improvement. They speak proudly about having a jumble sale and raising funds for world disasters such as the earthquake in Haiti. Pupils enjoy learning about how different people live, such as during an assembly about Kenya, and enthusiastically sing songs from different places in the world. Pupils spoke of learning about other religions and going on visits to different places of worship which extended their learning further. Most pupils know how to behave and enjoy coming to school. They generally get on well with each other and most develop good personal and social skills. However, their below-average basic skills in literacy and numeracy do not prepare them adequately for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<sup>1</sup> 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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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>
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### How effective is the provision?

Although satisfactory features were seen in all lessons, there were few good elements and too many lessons were inadequate, particularly in Key Stage 2. In a good mathematics lesson in Year 6, a small group of pupils with specific learning needs were taught effectively. Explanations were clear and pupils were given good opportunities and the time to articulate their thinking. Teachers are starting to match activities to pupils' needs and abilities but they do not always use assessment information effectively. For, example, in a Key Stage 1 literacy lesson, some pupils found the activities too difficult and others not challenging enough. In less successful lessons, teachers expected pupils to listen for too long and minor behavioural issues were not dealt with successfully. Activities were not always interesting and teachers did not consistently give pupils clear pointers for improvement. Marking rarely refers to pupils' targets in literacy and numeracy.

The curriculum does not meet the pupils' learning needs in English, mathematics or science. The provision for teaching writing is especially weak both in English and in other subjects. In many classes, there is not enough emphasis on forming letters properly. In all subjects, basic sentence construction, punctuation and spelling are not focused on effectively nor is the need to present work neatly. Consequently, too much writing is poorly presented, poorly punctuated and with many simple words spelt incorrectly. A good number of activities, including well-planned visits out of school and extra-curricular activities and clubs enrich the curriculum well. Pupils appreciate these and attend well.

The care and personal support that pupils receive are good. Adults know all the pupils well and so are able to support their personal needs effectively. External agencies are used well to support pupils whose circumstances make them potentially vulnerable. The learning mentor sensitively supports pupils who have emotional and behavioural difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher is determined to drive the school forward. She quickly identified that

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teaching was not good enough and is working effectively with the deputy headteacher and the local authority to rectify this. Teamwork is evident and everyone wants to improve their teaching to that of the best. Systems that have focused on raising the quality of teaching, the rate of pupils' progress and improving attendance have been successfully developed and are leading to improvements. However, these measures have not been in place long enough to secure sustained improvements to teaching and achievement. Leadership of pastoral care and pupils' social and personal development is good. The role of the governing body is developing and its members are becoming better informed. As a result, they support and challenge the school when necessary. All pupils are treated fairly and with respect. However, not all pupils are able to make satisfactory progress because they receive inadequate teaching. Equality of opportunity is therefore inadequate. Safeguarding procedures are satisfactory and all statutory requirements were met. The headteacher recognises that the school is at the early stages of implementing its strategy to promote community cohesion. The school community is cohesive and a policy and plan based on identified gaps, such as a need to improve global links, has been written. There has been a recent focus on engaging with parents. This has been relatively successful and the majority of parents are pleased with the work of the school. Almost all say that the school helps them to support their children's learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

**Early Years Foundation Stage**

Children get off to a sound start in the Nursery. On entry to Reception, levels of



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attainment are below those expected for their age. Most children do not reach the expected levels by the end of Reception but they make satisfactory progress. Behaviour is good and attitudes to learning are positive. Teaching and learning are satisfactory. Relationships are good and children are happy and keen to take part in all that is on offer. Activities are soundly planned to address all areas of learning. The outside spaces are satisfactorily resourced and used; improving this has been identified as an area for development. Inside, children work and play amicably together. Adults offer appropriate support when they interact with individuals or small groups. When children start to write letters and words, opportunities are, at times, missed to improve the way they form letters and use basic punctuation such as capital letters and full stops. Writing areas are not always well equipped with exciting resources to tempt children to have a go. The Early Years Foundation Stage was without a leader for three years. An enthusiastic leader and manager has recently been appointed. She has quickly identified what needs to be done to improve the provision. For example, a clear system to track how well each child is progressing has been successfully developed and is used to inform the next steps of learning. Individual needs are catered for well because the adults know each child well. Induction procedures are good and children settle quickly into school life.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Most parents and carers who responded to the questionnaire were positive about the work of the school and were happy with the experience it provides for their children. A few parents felt that their children are not making enough progress, and inspection findings endorse this view. Although most parents felt that the school deals effectively with unacceptable behaviour, a very small minority did not. No incidents of unacceptable behaviour were seen during the inspection and the school has satisfactory procedures for dealing with poor behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Shelton Community 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	43	33	55	1	2	0	0
The school keeps my child safe	33	55	22	37	5	8	0	0
The school informs me about my child's progress	31	52	25	42	4	7	0	0
My child is making enough progress at this school	27	45	29	48	2	3	1	2
The teaching is good at this school	32	53	26	43	1	2	0	0
The school helps me to support my child's learning	26	43	32	53	1	2	0	0
The school helps my child to have a healthy lifestyle	22	37	36	60	1	2	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)	28	47	28	47	2	3	1	2
The school meets my child's particular needs	21	35	36	60	3	5	0	0
The school deals effectively with unacceptable behaviour	20	33	25	42	12	20	3	5
The school takes account of my suggestions and concerns	22	37	34	57	3	5	0	0
The school is led and managed effectively	21	35	32	53	4	7	0	0
Overall, I am happy with my child's experience at this school	31	52	23	38	4	7	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



18 March 2010

Dear Pupils

Inspection of John Shelton Community Primary School, Coventry, CV6 4JP

Thank you for the help you gave during our recent visit. We judged that currently your school is not performing as well as it should be, but all the adults are working hard to improve the situation. That is why we have given your school a notice to improve. This means that in about six months' time inspectors will come back to check that things are getting better.

These are the main things we found out about your school.

Children in the Nursery and Reception classes behave well and get off to a satisfactory start.

You are all well cared for.

You have learnt a lot about which foods are the best ones to eat and why you should eat healthily and keep yourselves fit.

Behaviour is satisfactory and good when you are in assembly. We were told that a few of you sometimes forget how to behave.

Teaching is not as good as it should be in some classes, so you do not always learn as well as you should.

The way the headteacher, other adults and the governing body lead the school is satisfactory.

By the time you leave in Year 6 you reach standards in English, mathematics and science that are lower than they should be but there are signs of improvement.

We have asked the school to do these things to improve the education you receive.

Make sure that all teaching is satisfactory or better.

Improve the way teachers mark your work so that you know what you need to do to improve and reach your targets.

Make sure that you make better progress, especially in English, mathematics and science.

Yours sincerely

Nina Bee

Lead inspector

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