

# Inspection of a school judged good for overall effectiveness before September 2024: John Shelton Community Primary School

Briscoe Road, Holbrooks, Coventry, West Midlands CV6 4JP

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Inspection dates: 21 and 22 January 2025

## **Outcome**

John Shelton Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils demonstrate 'respect, resilience and responsibility' at John Shelton Community Primary School. These values lie at the heart of the school's work. Pupils behave well, demonstrating positive attitudes towards their learning. The school has very high expectations for what pupils can achieve. All pupils work hard to meet these and achieve well. They leave the school well equipped for the challenges of secondary education.

Pupils feel safe in this very inclusive school. Relationships are positive between adults and pupils. Pupils say that adults listen to them and support them with any worries. The school has an accurate understanding of pupils' individual needs. Pupils celebrate difference and oppose any form of discrimination. They say that everyone is unique and treated equally.

Pupils enjoy taking on leadership responsibilities across the school. They rightly say that their voice is heard. Pupils can influence positive change in the school. For example, members of the eco-club pick up litter on the school site. They lead a house recycling competition to teach pupils the importance of sustainability. The pupil parliament is elected by its peers through a democratic process. It organises events to raise money for a range of charities. Pupils are very proud of these important roles.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and ambitious curriculum. Learning is well sequenced, so pupils build their knowledge as they move through the school. The curriculum is designed to develop pupils' curiosity about the world. Pupils are encouraged to ask

questions and discuss their ideas. There are regular opportunities for pupils to recap on previous learning. The school rigorously checks that the curriculum is implemented consistently. Leaders ensure the agreed systems for teaching and learning are followed. As a result, pupils build their knowledge well. For example, in mathematics, pupils have regular opportunities to practise and improve their fluency. Pupils then apply this knowledge in reasoning and problem-solving activities.

The school has created a very nurturing environment where every pupil is welcome. Pupils with special educational needs and/or disabilities (SEND) are supported very well. The school identifies pupils' needs well. Learning is adapted effectively to enable pupils with SEND to learn the same curriculum as their peers. Explanations are clear and modelled well so that expectations for all pupils are clear.

In lessons, teachers check pupils' understanding and help them to resolve any misconceptions. This helps pupils to consolidate their understanding of their recent learning. How pupils' knowledge is checked is still being refined in some foundation subjects. Pupils do not yet make strong connections between their current and previous learning in these subjects. Therefore, pupils do not yet build their knowledge of the curriculum as well as they could.

Reading is a high priority. The school is committed to ensuring all children learn to read. A love of reading is visible across the school. The school's approach to teaching early reading using phonics is effective. Children in the early years start learning phonics straight away. They quickly understand how to blend sounds together to read simple words. Pupils use the strategies they have learned to read unfamiliar words. Staff identify those pupils who need more practice. These pupils are given timely support to help them keep up. Pupils read books that match their stage of reading. This helps them practise using their phonics knowledge to become confident, fluent readers. Pupils' enthusiasm for reading continues as they move through the school.

The school places pupils' wider development at the heart of everything it does. Pupils develop compassion and respect for others. They talk confidently about what fundamental British values mean and how they relate to their own lives. Pupils understand about healthy relationships and know what it means to be a good friend. They know how to keep themselves physically and mentally healthy. The school's curriculum is broadened through a range of enrichment activities. The school's commitment to raising pupils' aspirations is exceptional. For example, pupils learn the importance of financial management. They are inspired by successful ex-pupils who share their career stories.

Staff are very proud to work at the school. They appreciate the steps that the school takes to support their well-being and workload. Governors know the school's strengths and areas for improvement well. They provide good support and challenge to the school. Parents and carers are very positive about the school. They are supportive of the school and value its importance to the local community.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- The school is still in the process of embedding its assessment procedures for foundation subjects. As a result, assessment is not consistently used to check that pupils have remembered the knowledge they have been taught and can make connections between their prior and current learning. The school should refine how assessment is used in these subjects to ensure pupils deepen their knowledge and understanding in these subjects.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	103698
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10366630
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Oakes
<b>Headteacher</b>	Janine Storer
<b>Website</b>	<a href="http://www.johnshelton.org.uk">www.johnshelton.org.uk</a>
<b>Dates of previous inspection</b>	19 and 20 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school operates its own pre-school provision for two-, three- and four-year-olds.
- The school uses two unregistered alternative provisions.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and assistant headteachers for the school. The inspector also met with a range of teaching and support staff.
- The inspector met with representatives from the governing body and held a conversation with a representative from the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered parents' views by considering the responses to Ofsted Parent View. The inspector also evaluated responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Matt Fletcher, lead inspector

His Majesty's Inspector

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