

Shafton Primary School Profile



Shafton Primary School

High Street

Barnsley, South Yorkshire, S72 8QA

Telephone: 01226 710386

<http://www.shaftonprimary.co.uk>

Children's Service Authority:	Barnsley
Age range:	4-11
Number of pupils:	231
Head teacher:	Mrs LJ Coverdale
Chair of governors:	Mr D Dyson

What have been our successes this year?

This has been a most productive year for our school.

The School was inspected in January 2008 and was judged to be good with outstanding features.

The School Council has continued to develop its role as the voice of the pupils, they have organised fundraising events. The representatives meet weekly and have actioned a number of issues including the introduction of class names and the organisation of a theme day.

Our new curriculum which embraces the Excellence and Enjoyment strategy is in its second cycle. Opportunities have been provided for the enrichment of pupils learning, this has included theme days, a variety of educational visits and after school activities.

Parents and the community have supported and enjoyed our pupils' performance in the festive and end of term productions.

The Governing Body take an active role in leading the school forward and are fully involved in the life of the school.

The school environment provides an excellent climate for learning. Visitors comment on the high quality of work displayed and the positive attitudes of pupils. Changes have been made to our outdoor environment with the addition of a school garden and a new FS playground.

What are we trying to improve?

We are improving the standard and quality of writing throughout school by continually researching and reviewing approaches to the learning and teaching of this aspect of literacy.

Teaching staff have successfully implemented the new Framework for Literacy and are now working with the framework for Maths.

We are building further links between the different subjects of the curriculum to make learning more meaningful and enjoyable for pupils.

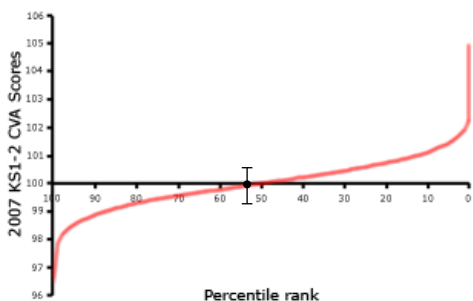
We are seeking to develop the interventions we offer pupils through the whole school provision map and our assessment of individual pupils with a new tracking system.

We continue to offer task days for our more able pupils and monitor the provision available in order to meet their needs.

We will further develop the use of the outdoor environment with the support from the community by establishing a school gardening club to use our growing and wildlife facilities. We will develop the use of the Foundation Stage outdoor provision.

We continue to work closely with parents particularly in response to questionnaires where ideas for improvement are shared and acted upon e.g the collaboration between younger and older pupils within our reading project.

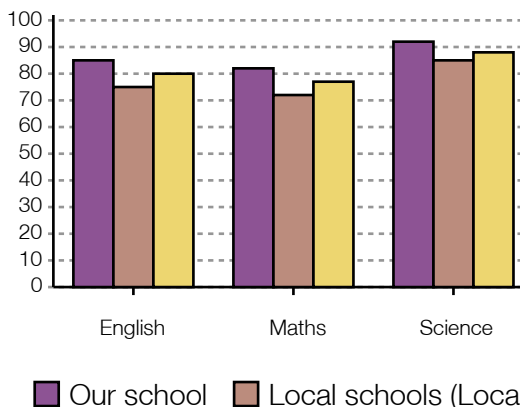
How much progress do pupils make between age 7 and 11?



- 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?



This chart shows the Key Stage 2 results for 2007. 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?

The Foundation Stage continues to build on its previous high standards and the Foundation Stage Profile shows that children make good progress to achieve well in all areas of learning.

The end of year results for Key Stage one also continue to show high standards have been maintained in all subjects.

Learners with special needs are well supported and achieve well for their abilities.

Speaking and Listening is still a prominent feature of lessons and this continues to have a positive impact on results throughout the school.

Although there has been a slight decrease in the results for the end of Key Stage 2 linked to the specific cohort we have maintained an overall upward trend.

Overall our results show that the school continues to move forward and that pupils are making good progress.

We have maintained high standards due to effective learning and teaching.

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

We are a successful school that is committed to meeting the individual needs of all its learners so that they can achieve their full potential.

We treat pupils as individuals and we match work appropriately to their ages, abilities and aptitudes.

Members of the school's support staff are effectively deployed throughout school to support pupils learning especially where learners have particular and special needs. Where children are identified as having special needs they are given individual programmes to enable them to make progress.

Teachers plan differentiated activities to take into account different levels of learning and preferred learning styles.

The development of the Kite Project for our most able pupils has been a huge success.

Individual targets are set for literacy and maths and their progress towards meeting these targets are closely monitored. These targets are shared with parents and booklets are distributed.

Praise, encouragement and rewards are used to help pupils see the importance of working hard and learning well. Pupils enjoy receiving Star of the Week certificates and special mentions are celebrated in assemblies.

How are we working with parents and the community?

Parents are encouraged and welcomed to be partners in their children's education. We regularly report to them on their children's progress and achievement.

We are seeking to develop further links with the parents and the community to enrich the learning opportunities for our pupils.

Parents are welcomed when bringing new pupils to visit, they are invited to come into school and work with the children.

Parents Evenings are held twice yearly and are extremely well attended.

Class newsletters are distributed to parents on a termly basis.

School newsletters are distributed regularly to keep parents informed.

Visitors from within the community often lead assemblies.

Representatives from other Children's Services including health and police are frequent visitors to the school and they support pupils understanding linked to the curriculum.

We work with Barnsley Adult Learning Services to inform parents of adult learning opportunities within the community.

We support Barnsley College by offering placements for childcare students some of which include

parents.

We have effective links with our feeder secondary schools and offer valuable work experience throughout school.

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

We have developed very effective strategies for seeking learners' views about school.

All learners from Reception to Year 6 have completed questionnaires and were asked what they like most about school and what they would like to change.

Pupils felt that teachers are kind, friendly and helpful. Pupils commented that their lessons are interesting, fun and challenging.

Pupils expressed a preference for a school garden area and a wider range of playground equipment.

As a result an impressive school garden has been established with specific areas for Key Stage 1 and Key Stage 2. Wildlife areas are also being set up. A wider selection of playground/sports equipment has been purchased and a purpose built store has been erected for improved access for pupils.

The School Council is working well, making exciting contributions to the effective running of the school and being proactive in the decision making process.

Circle time is being developed and it is giving younger learners an opportunity to be heard.

How do we make sure our pupils are healthy, safe and well-supported?

The school is committed to the good health and welfare of our learners.

We have provided healthy eating options for all school meals and snacks.

Pupils are encouraged to bring in their own water bottles.

We have continued to access the free fruit scheme for our Key Stage 1 pupils and Key Stage 2 are encouraged to bring in a healthy snack.

We have achieved the Healthy Schools Mark at bronze level and are now in a position to submit our evidence for silver status.

All learners are taught to treat each other with respect. Our school has high expectations of behaviour and this was judged as a strength in our last OFSTED.

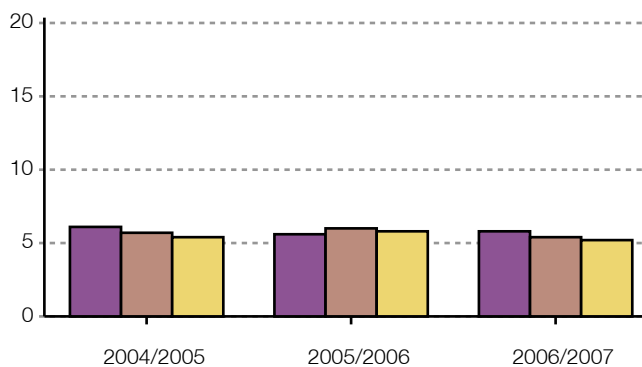
Year 5 pupils are taught to swim and all pupils have two hours of Physical Education per week.

All pupils are taught the importance of road safety and we will be accessing the Safe Pedestrian initiative and Cycling safety.

The school has an active school council.

The school participates in the Walk to School initiative.

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 are delighted to offer our learners a range of activities during the school day and after school.

These include:

Music tuition led by peripatetic teachers - keyboard, violin and guitar.

Choir and recorders led by the Music Managers.

Festive and end of term productions.

ICT club.

Craft club.

Team Theme (Football skills).

Basket Ball.

Gardening club.

Educational visits for all year groups related to the themes being taught.

Visitors to the school including School nurse, Police and Fire services and authors/poets.

Participation in many competitions including girls and boys football, multisports, swimming and poetry.

School Council.

What do our pupils do after leaving this school?

On leaving our school most of our learners move onto our local secondary school.

Others move to a variety of secondary schools including a community arts college.

All pupils spend a day at their chosen school.

Year 5 and Year 6 teachers and pupils regularly participate in events at the local secondary school.

Smooth transitional arrangements enable pupils to settle into their new environment quickly and confidently. Receiving teachers come into school to discuss routines and any concerns that pupils may have.

Year 7 teachers responsible for the transition always give positive feedback on pupils from Shafton Primary School.

Ofsted's view of our school

This is a good school and some features of its work are excellent. The pupils receive a good education and, under the outstanding leadership of the headteacher, pupils' opportunities for more exciting learning are broadening. This is evident, for example, through the range of visits, including residential trips, and the after-school clubs that have been introduced during the past two years. The school's calm and happy atmosphere creates a sense of well-being and pupils talk enthusiastically about their teachers and the work they do in lessons.

Recently, pupils' achievement has improved and is now good across the school. Over the past few years, achievement has been patchy, with pupils losing ground as they enter Key Stage 2. The school's excellent assessment systems show that in 2007 the pupils achieved well in Year 5 and particularly well in Year 6, but in Year 4 they took time to recover the ground lost in Year 3. As a result, standards have been broadly average overall by the time pupils leave, with standards in writing dipping below average. With the new enthusiastic staff team, the pupils are accelerating as learners. Information from the autumn term 2007 shows that almost all pupils are making good progress in reading, mathematics and science, and many are progressing well in writing, where new ways for pupils to learn are being introduced. Termly targets for each pupil are challenging and are set above national standards. In the autumn, pupils reached and sometimes exceeded these targets. Although it is still early in the year, these successes support the school's view that, by the end of the year, standards are likely to be higher than in the past. Pupils in Years 1 and 2 achieve well and usually reach above average standards by the time they leave Year 2 but, as for older pupils, standards in writing are lower than in other subjects.

The school provides strong support for pupils with learning difficulties and/or disabilities. Very detailed notebooks, kept by experienced classroom assistants, show how effectively these pupils are helped and how closely their work is monitored. Those pupils who speak English as an additional language receive good support, and evidence shows how their progress accelerates once they grasp a working knowledge of English.

Good relationships thrive in this happy and well organised school. A typical view, expressed by one pupil, is 'One of the best things in school is our teachers. They help us and we can go to them if anything's wrong.' Pupils' spiritual, moral, social and cultural development is good overall, and recent opportunities to link with pupils and teachers in different countries and visit places of worship have significantly improved cultural development. Pupils' understanding of social and moral issues is outstanding. Their behaviour is exemplary and they show concern for each other. 'We

really like the buddy bench in the yard,' they said. 'You sit there if you've no-one to play with.' Members of the school council quickly added that they are responsible for visiting the bench and inviting lonely pupils to play. Although the pupils have a good understanding of how to stay healthy, they confessed, with giggles, that they still enjoy 'junk food' when they can get it. Their understanding of acting safely when moving around school or handling heavy objects, such as gymnastics equipment, is good. Pupils' effective personal development and their good achievement contribute strongly to supporting their future economic well-being.

Over the past two years the school has moved on quickly. Good teaching, with lessons planned according to assessment data, means that pupils learn confidently. They know how well they are doing and know what they need to learn next. In one outstanding session in Year 5, pupils read aloud and then accurately allocated themselves a National Curriculum level for reading. A final level was agreed following a confidential discussion with their teacher or classroom assistant. To remind pupils of the criteria for judging the levels, one very confident pupil volunteered to read to the class, who then openly discussed the standard he reached. Lessons generally proceed at a good pace and pupils are expected to discuss their learning as a means of improving their understanding of what they have learned and developing their speaking skills.

The headteacher and deputy headteacher have recently reorganised the curriculum to provide exciting ways of linking subjects. Pupils are enthusiastic about the ways they learn. Year 6 particularly enjoy, for example, opportunities to write letters of complaint to the council, as part of their geography topic, when health and safety matters linked to litter came to their notice. Year 1 pupils found that learning kerb-side safety was good fun and enjoyed writing about it using the computer. One wrote, 'You hold an adult hand and cros (original spelling) safely,' thus using his word building and computer skills alongside his understanding of how to keep safe. Teachers are still exploring ways of linking subjects without letting standards drift and have made a good start. Good developments to include wider opportunities for music, for example, through using visiting instrumental teachers, and to extend access to theatre groups and sports specialists ensure that the curriculum is developing well.

Good leadership and management are provided by all staff who take on responsibilities for improvement. Staff are clear about their roles and are working hard to address the school's priorities for improvement. Raising standards, particularly in writing, is the key focus for the school, alongside adopting the new curriculum and making the most of assessment data. The headteacher and deputy headteacher have formed an excellent team and are accelerating the pace of developments. They have an accurate view of the school's performance, although they modestly assessed the school's care, guidance and support of pupils as good, when in fact it is outstanding. As parents' confidence in the school grows, more are beginning to involve themselves in the life of the school. Governors are effective. They are challenging and persistent in their support of the school and know its strengths and weaknesses. Together with teaching and support staff, they contribute to the enthusiasm and friendship that permeate the school. The school gives good value for money and has a good capacity to improve.

Date of last inspection: 15-Jan-2008

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Shafton Primary School](#)

What have we done in response to Ofsted?

After our most recent OFSTED inspection in January 2008 the school was judged as good with outstanding features.

The staff, pupils, parents and governors were highly delighted with the outcome and felt that it was testament to the hard work and dedication of all those involved in the daily life of Shafton Primary School.

The School needs to continue raise standards in Literacy and Numeracy and to focus on the development of writing. These are a strong feature of our School Development Plan.

We are in the process of addressing the following areas:

- * Establishment of a Literacy Task Group
- * Use of visiting authors/poets to encourage positive attitudes to writing, including weekly input from a Literacy Specialist in all Key Stage 2 classes.
- * Developing a clear and systematic approach to the teaching of phonics at Key Stage 1.

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 01226 710386

Our website <http://www.shaftonprimary.co.uk>
