

Shalfleet Church of England Primary School Profile



Shalfleet Church of England Primary School

Station Road, Ningwood
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<http://shalfleetcepri.iow.sch.uk>

Children's Service Authority:	Isle of Wight
Age range:	4-9
Number of pupils:	103
Head teacher:	Mrs L Nicolson
Chair of governors:	Mrs F Thorpe

What have been our successes this year?

In 2007-8 the school maintained five separate classes to cater for our steady role of over 100.

We have a stable staff team and welcomed our Assistant headteacher to the Headteacher position ensuring continuity for our learners.

Our standards remain high and whole community involvement in the school is a real strength.

In November 07 we were awarded the Isle of Wight Healthy Eating Alliance Award. We continued to strive to broaden our Healthy Schools approach by opening up the school to the elderly through the provision of community meals.

During 2008, as part of our school travel plan we successfully introduced a "pick up scheme" enabling parents to safely collect their children from within the school grounds, therefore minimizing the need to cross a busy main road. Introducing the role of "Parent Champion" has enabled our strong school community to grow further with high uptake of Saturday workshops and clubs such as Remote Control Cars. With the support of our PTFA, we continue to hold many school events such as disco's, beetle drives and fayres.

Our most recent success has to be the three stunning performances put on by each key stage in our school Christmas production this year!

What are we trying to improve?

In the academic year 2008-9 we are seeking to advance further standards in reading and numeracy across the school as although standards are good we continually strive to improve. We are also making sure that targets agreed challenge our learners to achieve their very best. As a staff team we are extending our use of data analysis to monitor closely the progress of all our learners and personalise the curriculum further.

Another priority is to further improve the quality of our good curriculum provision to outstanding. We are aiming to achieve this through a more skill based, learning-led, cross-curricular programme.

We have introduced French as a Modern foreign language to Yr 3, this will then be extended throughout Key Stage 2 in the future.

We are continuing to develop and distribute leadership more widely amongst the staff team enabling them increased responsibility for specific areas of learning and thereby improving provision.

How have our results changed over time?

Pupils at our school make good progress. Results of Key stage 1 [SATs in Yr 2] show that on average we exceed National and Local results in English, Maths and Science. Full analysis of results can be found at http://eduwight.iow.gov.uk/the_lea/edu_stats/images/ShalfleetPrimaryHeadlinePaper-November07v2.5.pdf

Across the school, in 07-08, the vast majority of children achieved targets set. Almost all children meet or exceed the national expectation for their age group.

This pattern of high achievement has been stable for over 3 years. We are confident that we give our learners the very best start to their lives in education, and they leave us in a strong position compared with national averages.

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

From the Foundation Stage onwards the progress of our children is tracked in reading, writing and mathematics to ensure that they are making at least expected progress. The children are set challenging but realistic individual targets for the year. These are formally monitored 3 times a year. Progress of learners is also tracked through daily and weekly assessment of improvements shown in lessons. Children are encouraged to assess their own progress against success criteria and therefore make informed decisions about their own learning.

Teachers analyse data from their class' termly assessment, which is then discussed on a pupil by pupil basis in pupil progress meetings with the senior leadership team. Next steps to ensure each child makes progress are then agreed.

Lessons are differentiated to enable all to make progress. Children who are just below average are given additional targeted group support. Children who are well below average placed on our Special Educational Needs Register and given additional 1:1 support through an Individual

Education Plan as well as focused support in class. Children who are exceptional are placed on the Gifted and Talented Register with additional activities provided such as Saturday Clubs.

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

The school welcomes the views of pupils when making decisions and always consults them on any major issue as well as listening to their views through the School Council. Two representatives are elected to the School Council by each class (Y1-Y4) twice a year. Meetings are then held most weeks where topical issues are discussed, with minutes circulated following the meeting.

In 2007-8 pupils again gave their views on the pick up scheme and road safety. Currently the school council is working with the PTFA to decide on how we can improve our playground area. They have worked on fundraising ideas to enable us to buy additional equipment. We are just about to place our order!

Additionally, questionnaires and pupil discussion meetings take place each year as a more formal method of gaining views. This has shown us, for example, that Buddy afternoon is still the most popular activity taking place at school although Numeracy came a close second!

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

As a healthy school we are committed to ensuring we promote healthy eating, physical activity, personal, social and health education and learning about emotional well-being. We strive to extend this to the whole school community through clubs, extra sporting activities, community meals, family learning activities and safe travel to school

Each year we take part in a focused 'anti-bullying' week, with our Anti-bullying policy reviewed at this time. 'Safe' behaviour is the theme of the week across the school, ensuring all learners think about feeling safe and how we behave towards others. Additionally pupils are taught Protective Behaviours to deal with issues of personal safety, with 1:1 Protective Behaviour sessions provided each week for pupils with needs that are more complex. Social, Emotional Aspects of Learning [SEAL] sessions are held each week enabling children to explore social and emotional wellbeing.

Good behaviour is promoted through our Golden Rules and rewarded through special awards in Collective Worship. All staff and Governors have had Child Protection training in October 2008. Risk assessments are carried out for all activities.

What activities and options are available to pupils?

Each pupil has two hours of PE per week: pupils take part in a daily "Wake Up" fitness session as well as weekly PE lessons. Year 3 and 4 pupils also have a programme of swimming lessons. Additional sporting activities take place in Buddy Afternoon such as cycling, hockey, rugby and multi-Skills.

After school clubs and activities include football, cycling, sailing, dance and drama club.

We participate in off-site visits, including a residential visit to Middle Barn Farm.

Music is encouraged both within and beyond the classroom with many children performing in the choir and learning to play the recorder, strings or brass instruments. These children perform a concert for the school community at the end of each term. Each Christmas all children take part in a musical production incorporating singing and drama. Year 4 enter the the Dance festival yearly. We hold regular focus events which may have an arts/multi-cultural theme, with musicians and dancers from other cultures visiting.

As part of our extended schools work we offer Saturday workshops to engage families in learning together.

How are we working with parents and the community?

Parents are fully involved in school life. Many parents give time to curriculum activities such as reading and buddy afternoon. They support our school travel plan, and our healthy schools focus. Our PTFA organises and runs various events for the children and families such as Beetle Drives, discos, an annual barbeque and school Fayres.

We distribute a weekly newsletter, seek parents' views regularly, hold termly target-setting meetings and provide an annual pupil report.

We have close links with our on-site Pre-School enabling us to offer extended school provision with day care and nursery provision for 0-14 year old children offered for 50 weeks of the year. We also have close links with the local church, through services and regular visits from the Vicar. Other local groups who take an active interest in the school are Shalfleet Community project, Parish council and the residents association.

We run regular curriculum workshops. Our parent champion promotes family involvement in school, she liaises with our extended schools officer who in turn promotes community activities within our locality.

What do our pupils do after leaving this school?

Our main feeder schools are West Wight Middle School and Christ the King College.

During their final year at Shalfleet the Y4 pupils take part in various activities with the local Middle School, including visits for Maths days and writing projects. The Special Educational Co-ordinator also visits our school to meet any children with extra needs. In the summer term the Year 5 Leader from each receiving Middle School comes to meet the pupils who then spend an Induction Day at their new school later in that term. Where a child may have needs such as ASD (Autistic Spectrum Disorder) additional visits to the school will be arranged. A cluster transition holiday project is also often set up for pupils to promote smooth transition.

Data on pupils is transferred electronically with written records, including information about special or additional needs, sent manually. This helps the receiving school to know which class to put the children in when they arrive and also to have realistic expectations of the kind of progress that each child can be expected to make.

Ofsted's view of our school

Shalfleet is a good school with some outstanding features. The committed headteacher, very ably assisted by the assistant headteacher, sets a clear direction for the school. She works diligently and has gained the very strong support of parents for the work and life of the school. This work is well supported by all staff and an extremely responsible governing body. Consequently, personal development is outstanding and pupils achieve well in their learning. Outstanding care draws on the extremely close links established with parents and other agencies. This ensures that pupils are safe and that particular difficulties met by pupils are fully identified and well supported.

Excellent behaviour and very positive attitudes to learning contribute to pupils' success in school. They greatly enjoy everything about school, with one commenting, 'I wouldn't change anything.' Pupils feel extremely safe, knowing that personal concerns can be sensitively dealt with through classroom problem boxes. Pupils enjoy their lessons and the opportunities offered through a very well enriched curriculum. A highlight of the week is the 'Buddy Afternoon', where they can choose from a range of interesting activities, such as woodwork, cookery and handbells. Pupils are well aware that the different sporting activities provided help them to keep fit. They also benefit from daily 'wake up and shake up' sessions, providing fun for pupils and staff alike, and activities such as the 'Walk the Wight', where money is raised for charity. Pupils recognise the importance of a healthy diet, with many benefiting from the nutritious meals served in school. The drive for healthy eating has also reached out to parents. With the help of pupils, they have produced a book, 'Eat Cool with Shalfleet School'. The school council appreciates its involvement in school life through the changes it brought about to lunchtime arrangements.

Pupils are increasingly involved in their own learning. Lessons are planned with clear learning outcomes, providing a measure against which pupils can assess how well they are doing. Individual targets are set. Pupils understand that these help them to make their work even better. The very good provision in Reception recognises the importance of carefully assessing and recording the small steps children make in their learning in order to plan the next steps. Good teaching throughout the rest of the school makes full use of regularly updated assessment information. This ensures that work is challenging and well matched to individual ability. As a result, by Year 2, standards in reading, writing and mathematics are generally well above average. Good progress continues in Years 3 and 4. By Year 4, a high proportion achieves standards beyond those expected at this age.

Although cautious in how it judges itself, the school is nevertheless accurate in the evaluation of its performance. Senior staff analyse data carefully and identify areas to work on. A dip in the progress made in mathematics in Years 3 and 4 has been successfully addressed. The school is developing its curriculum to make learning even more interesting and enjoyable. Creative links are being made

between subjects to add more relevance and purpose to learning. More work is yet to be done on this. Senior management has been largely responsible for ensuring the school's good practice. Teachers themselves are not yet fully accountable for the areas and subjects they manage. Consequently, the school is keen to develop their leadership potential. There has been good improvement since the last inspection. The school therefore has a similarly good capacity for further improvement.

Date of last inspection: 21-Mar-2007

Ofsted graded our school as good

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



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What have we done in response to Ofsted?

There were two areas for action highlighted by Ofsted .

- Develop the leadership roles of teachers so that they become more accountable for the subjects and areas they manage.
- Develop the links between subjects to add further interest, purpose and enjoyment to pupil's learning.

Firstly, we have worked with our staff to give support and greater responsibility in leading individual subjects, through producing Action Plans and developing observation and coaching skills. Teachers have undertaken leadership training and have a far wider understanding of developing their subject at whole school level.

Secondly, we explored the key skills about learning outlined in the National Curriculum. We developed topics plans which we know will engage and motivate the children, with a 'hook' to whet their appetite at the beginning of each topic. We looked at the programmes of study which must be taught and then matched topics to them identifying which of the key skills will be focussed on during the topic. Progress in key skills is assessed at the end of the topic alongside progress in terms of National curriculum levels. Our learners really enjoy these topics seeing a real purpose to learning. The quality of work is high.

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 01983 760269

Our website <http://shalfleetcepri.iow.sch.uk>