

John Clifford School Profile



John Clifford School

Nether Street

Nottingham, Nottinghamshire, NG9 2AT

Telephone: 0115 9258057

<http://www.johncliffordschool.com>

Children's Service Authority:	Nottinghamshire
Age range:	3-11
Number of pupils:	308
Head teacher:	Mr Simon Thompson
Chair of governors:	Mrs Anita Hughes

What have been our successes this year?

John Clifford School prides itself on the quality of provision that is available for all members of the school community.

The pupils have a rich and broad curriculum in which drama, P.E, Art and Music feature significantly. Cross curricular projects make good use of visits and visitors and class assemblies celebrate success.

The children are heavily involved in a twenty extra curricular activities. They make a very positive contribution to the local community and the website (www.johncliffordschool.com) celebrates the latest events and activities that the school has taken part in. One very successful activity which involves many children, staff and parents is the 'John Clifford School Garden' which has a sensory area, composting area, wild area, allotment, and pond.

We have developed a good reputation for working with children who are at an early stage of learning English and we also are acknowledged locally as a school who cater well for challenging children.

Our results last year across the whole school were all broadly above national averages, and progress was particularly good in Foundation Stage and in KS2 Maths and Science.

We have two lead teachers who assist other schools.

What are we trying to improve?

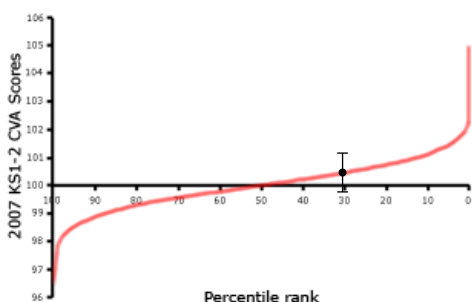
We have identified four main areas for improvement:

- 1. Development of school well-being -the process of how we work together as a school community, how we communicate with each other and how we develop a school identity which has a clear purpose, aims and values.**
- 2. Consistent improvement of all attainment across the whole school so that individual progress of children is clearly identified, predicted, tracked, assessed and planned for.**
- 3. The development of school leadership at all levels so that staff and governors are accountable for areas of school for which they are responsible.**
- 4. The raising of the profile of the school in the community.**

We now have the same school timetable for all children and staff so progress in developing well being and identity is aided by more time spent together at play, assemblies and events. We celebrate what we do well together via our website, newsletters, awards and assemblies.

We have a new head teacher and team of leaders who are all working hard to improve standards across the whole school. The governors and staff promote the work of the school in the local community especially with parents and community groups who use our facilities extensively.

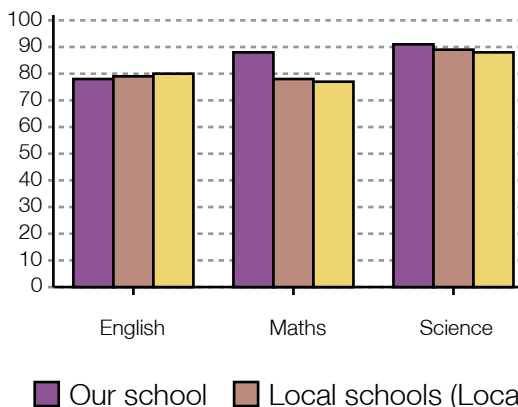
How much progress do pupils make between age 7 and 11?



- 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?

At the end of Foundation Stage our results consistently show that children make good progress. Most children join our N Nursery below average and enter KS1 having produced good results.

At the end of year 2, our results in writing and maths have remained above national averages for the last five years. Reading remains broadly average.

The most significant improvement in results are at the end of Key Stage 2. After a two year dip in results especially in Maths and Science, last year's SATs results were excellent.

Our Science results were in the top 32% of the country and 91% of children achieved a level 4 or better. The number of children who gained a level 5 was 63%.

Maths results were also well above national averages at the end of Key Stage 2 and 88% gained a level 4 or better.

Our targets for 2008-09 are consistent with this trend of improvement across the whole school.

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

We are a very inclusive school and our work with children with learning difficulties, behaviour challenges and English as an additional language, has all been commended by external agencies. We have a wide range of pupils from a wide range of cultures and socio-economic backgrounds.

Children are aware of personal targets and how they can improve their work to make progress commensurate with their potential. All work is individually planned, taught and assessed. Children who need support are carefully monitored and reviewed, intervention programmes are administered with the help of the class teacher and teaching assistants.

We plan differentiated work for all children and our SENCo and EMAG teacher allocate a wide variety of support to meet special educational individual needs and issues of bilingual learners.

We discuss individual progress of all children against national expectations in carefully structured parent meetings and use visual maps with parents to describe children's actual progress. Support is given to children who underperform and this is carefully monitored.

Our gifted and talented coordinator ensures that specific provision is identified for these children.

How are we working with parents and the community?

We have a wide variety of activities which enable parents and members of the community to join in at John Clifford School.

We encourage parents to join us in school at assemblies, events which promote the way we work such as the Reading and Phonics evenings, Open Days and our Parents' Forum.

We hold events that are social and interactive -such as the 'Girlies Night,' Family Carols Evening and a wide range of gardening activities for the whole family.

Parents help in school by joining the Wednesday Parents Group, supporting guided reading activities or working with individual children and classes. We meet parents three times a year for Open Evenings and produce an end of year report in July.

Our PTA- The Friends of John Clifford- are very active and invite all parents to join them once a month on a Monday evening to plan events. Recent successes include the Firework Spectacular, Discos and Games and Bingo night.

Castle College provide a wide range of activities for community members including English, ICT, and Art in our Community Room and we also cater for Mothers and Toddlers, Pensioner Sewing groups and 'Dazzlers' an after school club. After school care at Dazzlers is also available in holidays.

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

Children are consulted about their view of school in many ways and their responses help shape many short term and long term changes in school.

Methods for gaining feedback and opinion from children are varied; we use questionnaires for older children, we interview them about initiatives and proposed change, we discuss whole school projects in depth in assembly and particularly use circle time in class to gauge opinion.

The development of pupil voice is a strong feature of school's commitment to Social and Emotional Aspects of Learning. School Council are active in promoting change and the following examples illustrate their impact.

Children wanted a greater range of playtime activities and have helped support the John Clifford playzone as 'Playtime Buddies' and 'Friendly Faces'. Children coordinate eleven playzones and set out equipment each break for craft, sports and dance. They help children who want to develop a wider circle of friends and play with them.

Council has also helped the school to develop a secure set of aims and values which are central to

the 'John Clifford Way' of working together. These values impact on how the school celebrates good behaviour.

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

Each fortnight we report to parents in our newsletter about five outcomes we work towards for all children. This includes:

Be Healthy

Stay safe

We are an accredited healthy school and pupils take part in the National Fruit Scheme. Our involvement in the Broxtowe Sports Partnership and our extra-curricular sports provision means that many children do more than the taught 2 hours PE a week. We have recently gained the Active Sports Mark.

We use healthy teaching practices in the classroom- 'Wake and Shake', 'Brain Gym' and 'Heartmath'- and keep children active during all learning.

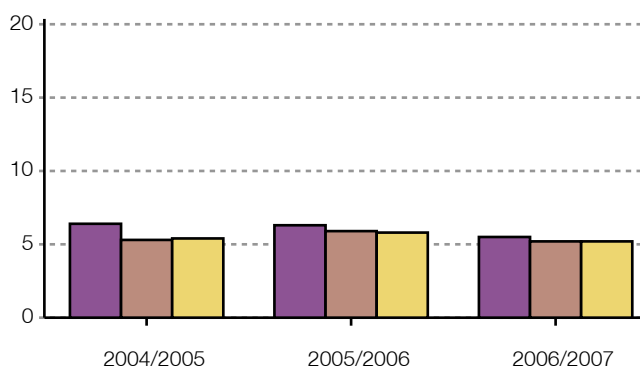
At the heart of the school is a commitment to children's personal safety. Our social and emotional aspects of Learning (SEAL) programme enable children to consider the implications of personal safety. We support children's play on the playground with 'Friendly faces' and 'Play buddies' and circle time is a key feature of discussion led activity.

We closely monitor attendance and have an ongoing road safety campaign based on our local school environment.

We work hard at John Clifford to promote healthy attitudes to food- dinners, packed lunches and snacks.

We offer a learning club after school. to Year 5-6.

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?

John Clifford pupils have a wide variety of optional activities at lunch time, after school and at the weekend which is a real strength of the school.

We use specialist teachers to deliver Art, Music, Drama, French, ICT and Media in KS1 and KS2. In our Foundation Stage we are lucky to have an outside play area which has allowed us to really develop children skills in outdoor play.

As we have a garden, pond, wild area, field, large playground facilities and community room, we are able to offer a wide range of extra curricular activities and outdoor learning.

- Sports Clubs include: Cricket, Football, Hockey, Netball, Cross Country and Marathon.
- Dance includes Cheerleading and two Dance Clubs.
- Hobbies/Recreation includes School Council, Newspaper Club, Gardening, Learning club, Chess, Spanish, and reading clubs.
- Music tuition includes singing, guitar, clarinets, saxophone and piano.

We use visits as an integral part of curriculum enrichment and have recently been to Leicester Space Centre, Brewhouse Yard and Nottingham Castle, the Galleries of Justice and 'Denz' Play Centre.

We have a strong tradition for residential visits and both Year 3-4 and Year 6 hold successful weeks in both Hathersage (Derbyshire) and Beaumanor (Leicestershire)

What do our pupils do after leaving this school?

90% of our children leave Year 6 and join Chilwell School- A Specialist College - a member of our Family of Schools.

Transition arrangements are very rigorous and the learning Mentor for Year 7 pupils visits John Clifford at regular intervals.

We are fortunate to benefit from the specialist status of Chilwell school. Staff meet to discuss Media, Numeracy, ICT and school leadership and children are invited to take part at Chilwell in Technology, Sports and 'Gifted and Talented' projects.

Other schools locally our children transfer to are White Hills Park and Fernwood school.

Ofsted's view of our school

John Clifford Primary School provides a satisfactory quality of education and satisfactory value for money. The recently appointed headteacher has brought stability after successive changes in leadership. His rigorous, yet caring, approach has quickly won the confidence of staff, pupils and parents alike. His accurate evaluation of the school has given a clear direction and a boost to the drive to raise standards.

Standards in Key Stage 1 improved markedly in 2006 and this was followed by a similar improvement in Key Stage 2 in 2007. Standards are now broadly average throughout school, with the majority of pupils making satisfactory progress from the good start they make in the Foundation Stage. However, pupils with learning difficulties and/or disabilities and those who speak English as an additional language achieve well because they receive effective support.

Another important factor in recent improvements in standards has been the support that teachers have received from local authority staff. This has been especially influential in introducing assessment and tracking systems that have raised teachers' expectations of what pupils should achieve. This initiative had a huge impact on the Year 6 cohort for 2007, many of whom made particularly good progress during their final year in the school. However, teaching and learning are satisfactory overall because the effective use of assessment is not yet fully embedded and impacting equally in all classes. Nevertheless, teachers and support staff do much to make learning enjoyable, promote personal development effectively and ensure that pupils of all abilities and from all backgrounds are fully included.

The curriculum is good. Recent improvements to provision for music and drama and to the range of out-of-school clubs and activities do much to promote personal and academic development and pupils' enjoyment of learning. Sound procedures for safeguarding pupils are the basis of the school's strong arrangements for pastoral care. Adults respond promptly to pupils, especially those who are in any way vulnerable, and provide good personal care and guidance. As a result, pupils' personal development and well-being are good. Most pupils contribute effectively to the school community through their good behaviour and positive attitudes. Academic guidance for pupils is less effective. The setting of targets is now established but teachers' marking and their dialogues with pupils do not always give pupils a clear understanding of their targets or how to achieve them.

Leadership and management are satisfactory. The headteacher's strong leadership is already having a beneficial impact on teachers' performance in the classroom and on the quality of curriculum provision. However, the school's capacity to improve further is currently no better than satisfactory because other staff with management responsibilities do not have a prominent enough role in monitoring and evaluating the work of the school or in planning for school improvement. Similarly, governors do not collect enough first-hand information about the school to enable them to hold the school to account for what it achieves.

Date of last inspection: 13-Sep-2007

Ofsted graded our school as satisfactory

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



[View the Ofsted page for John Clifford School](#)

What have we done in response to Ofsted?

As Ofsted visited as recently as September 2007, all our responses can be found (above) in the 'What are we trying to improve' section.

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 0115 9258057

Our website <http://www.johncliffordschool.com>
