



The JF Way: We are **AMBITIOUS**.
We are **COMMITTED**. We are **PROUD**.



John Flamsteed
Community School
#nothingshortofremarkable





#nothingshortofremarkable

Welcome

It is an honour and privilege to be the Headteacher of John Flamsteed Community School. I am absolutely committed to ensuring we provide the best quality care and education for the children of our community.



My vision for the children at John Flamsteed is one of ambition and aspiration; for all our learners to become “nothing short of remarkable”. I regularly tell the students that my hopes and dreams for them are that they can become anything they want to be and do anything they want to do and that a remarkable future is all with their grasp. My vision to achieve this centres around ambition, commitment and pride. We use the tagline “We are ambitious. We are committed. We are proud” which makes up The JF Way.

John Flamsteed is a very high-performing school with a “GOOD” Ofsted judgment. Students who attend our school want to learn, have a thirst for developing knowledge and skills and consistently demonstrate their commitment to follow The JF Way. Teaching staff work hard to get the best outcomes by their students. Classrooms are interactive hubs of creativity with good behaviour and discipline. Learning is purposeful and we are continually striving to explore new teaching and learning methods, founded in evidence, to help students make good progress.

John Flamsteed is a school that cares. Support staff work tirelessly to break down barriers to learning so children can achieve. Our curriculum, extra-curricular programme and wider pastoral care system are all aimed to ensure that all students leave us in Year 11 as well-rounded individuals; resilient, self-assured and prepared for the working world, clear on how they can contribute to it.

A wide range of enrichment opportunities are available for students to take part in from music, sport and drama clubs, to debating club and beyond. Students are able to take part in an extensive variety of trips to the theatre, to shows, exhibitions and University trips as well as a range of international trips. These wider experiences are integral to the flourishing of our young people and is something we feel passionately about.

Mrs Frost-Briggs
Executive Head teacher

Why John Flamsteed Community School?

80.6%

of GCSE grades were at grade 4 - 9 (compared with the national average of 75.3%)

31.7%

of students achieved a grade 7 or above (compared with the national average of 27.0%)

82.7%

achieved a grade 4 -9 in 2022, in English (compared with the national average of 77.2%)



85.3%

achieved a grade 4 achieved a grade 4 - 9 in 2022, in Mathematics (compared with the national average of 75.1%)

We are AMBITIOUS. We are COMMITTED. We are PROUD.

A photograph of two young girls running across a lush green field. They are wearing dark blue school polo shirts with light blue accents and black leggings. The girl on the right is smiling broadly, and the girl on the left is also smiling. A third girl is partially visible on the right edge of the frame. The background is a soft-focus green field.

Ambition

At John Flamsteed Community School we aspire for students' classroom experience to be nothing short of remarkable; we hold Teaching and Learning at the heart of everything we do. We are ambitious in our expectations of students, committed to their success and proud of their achievements in the classroom. Our classroom practice is founded on three key principles: challenge, pace and response.

We are ambitious in our expectations of students; lessons are pitched to the top with support offered to individuals through modelling, scaffolding and differentiation, ensuring high challenge for all students. Our skilled teachers incorporate further challenge in lessons through deep and probing questions, encouraging a thorough understanding of the subject matter.

We are committed to maintaining the pace of learning; we recognise that student engagement in and enjoyment of learning contributes to their

success. Furthermore, through the delivery of a coherently sequenced curriculum, students revisit learning throughout the Key Stages. This interleaving of content, coupled with implementing tried and tested practice and retrieval strategies ensures students embed learning into long term memory and encourages fluency in learning.

We are proud of the regular, high quality feedback we offer to our students that enables us to identify misconceptions and errors. We support



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students to overcome their individual learning barriers to make further progress by affording time to respond to personalised feedback, driving learning further forward.

Through these challenging and pacy lessons where students are expected to actively respond to regular feedback from experts in the field, students have every opportunity to make great progress across the broad range of subjects they study. In turn, we inspire students at John Flamsteed Community School to set ambitious goals for their futures, show a commitment to hard work and therefore be proud of their achievements.

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Pupils are proud to be members of the school

Ofsted

Curriculum



At John Flamsteed Community School, students thrive in the inclusive and aspirational curriculum we offer, where learning time is seen as precious and an entitlement for all. Teaching staff are heavily invested in their curriculum and they use their subject passion to create vibrant and engaging lessons. Our curriculum is broad, balanced and academically rigorous.

We strongly believe that our students have the right to access the best that has been said and thought. As such our students can expect to be exposed to authors from the traditional canon of English Literature, world renowned scientists and inspirational mathematicians from the outset in Year 7. The many cultures from all around the world are weaved into the lessons ensuring that students are knowledgeable about the world around them, enabling them to have all the tools they need to transform it in the future.

Key Stage 3 (Years 7 – 9)

The students' first three years establish a strong and broad foundation for further study, designed to build upon and broaden their primary educational knowledge and understanding.

Students will study the following subjects:

- Mathematics
- English
- Science
- Geography
- History
- Modern Foreign Languages (French, German, Spanish)
- Design and Technology (Timber, Paper and Board, Food Preparation and Nutrition)
- Computing
- Art
- Music
- Drama
- Physical Education
- Spiritual, Moral, Social and Cultural Personal Development

Key Stage 4 (Years 10 – 11)

Our Key Stage 4 curriculum is designed to provide the most appropriate pathway for our students so to enable them to achieve the greatest success as they prepare for adult life and their future careers. There is a full consultation process with parents, carers and students throughout the Options Process which begins in earnest in Year 9.

Students are given comprehensive guidance, through the Personal Development programme, of the many different pathways and careers available to them through the study of the range of subjects on offer. Taster sessions are available in the vocational subjects they will not have studied before to ensure that students feel able to make an informed decision ready to commit fully to their studies from the outset in Year 10.

In addition to the core subjects (English, Mathematics and Science), students will choose from the following GCSE or BTEC courses:

- Art and Design
- Business Enterprise
- Computer Science
- Design and Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- German
- Health and Social Care
- History
- Music
- Spanish (from September 2025)
- Sport

It is expected that nearly all students will choose a combination of subjects contributing to the achievement of the English Baccalaureate (EBacc) qualification, to ensure they achieve a broad and balanced range of qualifications to progress successfully onto further training and subsequent employment pathways.



Teachers are
extremely
aspirational
for pupils'
success

Ofsted

A photograph of two young women in school uniforms sitting at a wooden table in a library. The woman on the left, with blonde hair and glasses, is looking down at an open book. The woman on the right is also looking at a book. In the background, there are wooden bookshelves filled with many colorful books.

Reading @JF

In our quest to be #nothingshortofremarkable, reading for both learning and importantly, for pleasure, are highly prioritised at JFCS. We truly believe that a 'student who reads is a student who succeeds' and therefore aim to provide quality opportunities across the entire curriculum for every child in our care.

Our reading strategy has three layers: closing the reading gap, reading across the curriculum and promoting a genuine love of reading across the whole school.

Closing the Reading Gap:

All students (from their transition days in year 6 and each year thereafter) will have a reading test – the New Group Reading Test (NGRT) – which provides us with a reading age. All teaching staff then have access to this information, which they can use to ensure appropriate resources and teaching materials are chosen to accelerate learning within the classroom.

If your child is proud to be under the chronological age for reading, there are a number of interventions that we can use to help address this. It may be that they are entered onto a system called 'Switch On' or 'Lexia', they may take part in our buddy reading scheme or it may be that we send some information home to enable you to support your child further.

Reading across the curriculum:

Teachers have had a wealth of training on supporting reading within lessons, including working on practical reading strategies and disciplinary literacy. Each department area chooses their texts carefully to ensure they are appropriate



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A culture
of belief in
which all
feel valued

Ofsted

for all learners and ensures that every child has the chance to be successful by recognising and removing barriers to reading within lessons.

In addition to the above, students at key stage three have fortnightly library lessons. English teachers, along with the support of the librarian, ensure that every student is matched with an appropriate book which is engaging and hopefully ignites a sustained relationship with reading, ultimately enhancing students' empathy, vocabulary and written skills.

Promoting a love of reading:

We have a broad range of books available both in our

library in school, but also online via our library system: 'Access It'. This system allows students to borrow books physically but also to read them online (via phones/ laptops/tablets) and to listen to audio books. The system also enables students to alter settings such as font, text size and background colour to enhance the reading experience of all JFCS students, so that all barriers to reading are removed where possible.

We are ambitious here at JFCS with our reading choices; we are committed as we aim to read for at least 30 minutes a day; we are proud when we persevere with reading, even when it is challenging.

Our Inclusive Culture

At the John Flamsteed Community School, we strive for an inclusive education system that enables all children, whatever their ability, background or faith to realise their ambitions, providing learners with greater opportunities to learn from, and relate to, their peers. We pride ourselves in removing barriers facing our students so that they are able to realise their academic and personal potential in all aspects of school life.

Our belief is that all students should receive quality first teaching in classrooms where our specialist teachers are best equipped to meet their individual needs. For students with special educational needs, the school may provide additional provision through a personalised approach involving bespoke interventions and/or the support of teaching assistants within the classroom.

The school has an experienced team of staff that supports our students with special educational needs that is led by the SENCO and Inclusion Lead who work in partnership together ensuring their collaborative practice has a positive impact.

We welcome individual tours for students/parents/carers so that we can discuss how our school can meet your child's needs.

Transition

We recognise that transition into the school in Year 7 can be daunting for your child and offer a comprehensive transition programme for everyone. At such an important time we pay careful attention to the individual needs of our new students and build upon the excellent education they have received at primary school.

The Year 6 transition programme begins with primary school visits to meet with new students and their teachers. The transition team liaise with primary school to gather relevant information pertaining to your child's needs so we are fully informed before they arrive with us. We offer a three days transition period in the final Summer term allowing students to spend a length of time in school attending new lessons, getting to know our staff and familiarising themselves with the school site and routines. Students who require additional transition support are identified by the primary school and a bespoke programme put in place.



Culture @JF

Behaviour and Attitudes

We firmly believe that good behaviour is central to a good education and have created a framework of expectations for our students in line with our school values of ambition, commitment and pride that permeate all aspects of school life. Our staff and students embody this culture; which is known as the 'The JF Way'. Our goal is that all students will live the values of The JF Way in their school life so that excellent behaviour and positive attitudes to learning become second nature.

Our staff act as role models on a daily basis and the vast majority of our students are keen to fulfil expectations as we strive towards a harmonious community where students flourish and are treated as equal partners in their educational journey. On occasions, where students may fall short in meeting the expected standards, a range

of sanctions are available to staff members making sure that these are applied consistently and proportionately.

Positive reinforcement of good behaviours that demonstrate 'The JF Way' are equally important and staff take every opportunity to recognise and reward student achievement and contribution as they work towards being #nothingshortofremarkable. Students are able to earn reward points as an individual but also collectively as a tutor group to achieve rewards and treats each half term.

We provide a calm, safe and supportive school environment where students want to attend and they can learn and thrive. The school's high expectations of conduct develop a strong sense of moral purpose and we do not accept any form of prejudice or discrimination against other members of the school community.



The JF Way

#nothingshortofremarkable

We are AMBITIOUS. We are COMMITTED. We are PROUD.

We are AMBITIOUS...	We are COMMITTED...	We are PROUD...
 with our classwork	 to respecting one another	 of our school
 with our homework	 to working hard	 of our achievements
 with our goals	 to attending on time	 of our behaviour
 with our choices	 to being ready to learn	 of our appearance
 for our futures	 to doing our best	 of our differences

Pastoral Care

The beating heart of the school is the pastoral care provided for every student through an experienced and skilled team of staff who look after the total welfare of our students. We believe that the holistic development of our students is of equal importance to their academic success and aim to develop well rounded young adults who are able to leave school ready to play a full part in society.

Each student belongs to a tutor and a year group where they develop a good foundation on entry to the school and tutors pride themselves in knowing their tutees 'inside out'. The Form Tutor plays a key role every day with their tutees by creating a settled start each morning where students take part in assemblies and activities to support their personal development but also complement academic success

alongside implementing high standards of uniform, attendance and punctuality.

The Head of Year is a figurehead to all students in their year group and they lead the work of the tutor team in supporting your child throughout each academic year. Our aim is that tutors and the Head of Year remain together throughout their five years of secondary education so that positive and long-lasting relationships formed between students/parents/carers and staff.

The school takes its safeguarding duty to our students extremely seriously and we offer a range of further support for students and their families ranging from appointments with the school nurse and counsellor to Early Help assessments that involves referrals from outside agencies to working with Social Care.

All staff and students wish to make life at John Flamsteed an enriching experience and to this end we have created a variety of extra-curricular activities with a focus on teamwork, ambition (in affording more time to doing things we enjoy), commitment (to extra school activities with like-minded peers who share similar interests) and pride (in representing the school and in pursuit of excellence).

Beyond the school's broad and balanced curriculum, students have the opportunity to attend a wide and diverse variety of clubs, activities and trips outside of the classroom. This affords students a route to try something different and make new friends and acquaintances who share a like-minded passion whether it be through sport, debating, films, the environment, expressive arts or board games. Popular activities include the Duke of Edinburgh Award, the School Council and our very own newspaper.

Where possible we invite guests into school or remotely to talk to our students that may help them to become more informed about future choices beyond school, which links to our careers lessons and enables us to establish contact with local

employers, further and higher education providers and other firms.

Our older students follow a work experience programme in Year 10 and are invited to attend Open Evenings in school and at a variety of post-16 providers to help them navigate through the choices and options open to them on their journey into the world of work. Our Careers Advisor attends each week to assist with these decisions and to create a unique and personalised programme for each student who is interviewed.

Other JF highlights include: Humanities Field Trips, Flamsteed's Got Talent, the Christmas Cracker, Oracy Competition, Easter Concert, Sports Day and along with school trips.

Enrichment



All staff and
pupils believe
in the concept
of precious
learning time

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Notes



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