

# Knaresborough St John's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	133106
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	360458
<b>Inspection dates</b>	11–12 October 2010
<b>Reporting inspector</b>	Kathryn Dodd

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Elizabeth Sewell
<b>Headteacher</b>	Mrs Emma Higgins
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Stockwell Road Knarsborough North Yorkshire HG5 0JN
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<b>Email address</b>	headteacher@st-johns.n-yorks.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and 11 teachers were observed. The inspectors held discussions with staff, groups of pupils and with the Chair of the Governing Body. The inspectors observed the school's work, including a review of improvement plans, the systems for tracking pupils' progress, records demonstrating the arrangements for safeguarding and a sample of pupils' work. The inspectors analysed 163 questionnaires returned by parents and carers, 44 from pupils and 28 from staff.

- Pupils' current attainment, particularly in Years 2 and 6 and the rate of pupils' progress, particularly in Years 1 and 2, in writing, and of the more-able pupils.
- Whether the quality of teaching is consistently good and to what extent pupils of all ages are involved in understanding how well they are getting on and their next steps.
- How well the curriculum is adapted to boost achievement in mathematics and in writing.
- The effectiveness with which senior leaders, subject coordinators and the governing body review pupils' progress and monitor the quality of provision, particularly in Years 1 and 2.

## Information about the school

Most of the pupils at this slightly larger than average size school are White British. The proportion of pupils known to be eligible for a free school meal is below average. The proportion of pupils with special educational needs and/or disabilities is above average, although the proportion with a statement of special educational needs is well above average. The proportion of pupils that leave or join the school other than in the Reception classes is higher than average. The school was established in January 2007 as a result of the amalgamation of an infant and junior school. The school has been accredited with a number of awards which include the Inclusion Quality Mark, the Quality Mark from the British Dyslexia Association, Eco-Schools Bronze Award, Activemark, and, it has achieved Healthy School Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. The exceptional way in which each child is cared for and nurtured, for example, reflects the real warmth and care that radiates from everyone. Parents say that they are, 'deeply reassured by the caring attitude of staff', and overwhelmingly agree that their children are kept safe. Rigorous attention is given to making sure that safeguarding arrangements are outstanding. In this very friendly, safe and welcoming setting, pupils develop wonderful personal qualities. They show good attitudes to learning, behave well and are extremely polite, courteous and respectful to adults and to one another. Pupils' outstanding understanding of healthy lifestyles shows in their eagerness to try out a wonderful range of sporting activities. Their knowledge about how to eat healthy is impressive.

Children make good progress in the Early Years Foundation Stage and, after this successful start, continue to learn well until the end of Year 6. Attainment is rising and, by the end of Year 6, is now above average in English and mathematics. In English, however, across the school, attainment in writing lags behind that of reading. The school is already tackling weaknesses in pupils' writing, and the efforts are starting to pay dividends, particularly between Years 3 and 6. In these year groups there are good opportunities for pupils to practise their writing skills. They are regularly involved in recognising how well they are getting on. Stimulating activities and teachers' questions that challenge the thinking of pupils of all abilities, especially the more-able pupils, are all contributing to this improving picture. These good practices are not yet firmly embedded in all classes, however, particularly in Years 1 and 2.

Leaders and managers work effectively together to drive forward improvement. Their successes are evident in key areas, such as raising attainment in mathematics, improving pupil's attendance and, more recently, starting to address weaknesses in writing. They have evaluated accurately the school's overall effectiveness, recognising its many strengths and pinpointing a few remaining weaknesses. This, along with the good improvement since the previous inspection, such as strengthening the quality of care, support and guidance and the effectiveness of the governing body, demonstrates that there is a good capacity to continue to improve. Leaders and managers track and analyse the progress of pupils between Years 3 and 6 regularly, carefully and rigorously. They use this information particularly well to inform their self-evaluation and the school improvement agenda, and to influence their monitoring activities. Leaders acknowledge that their next steps are to extend the rigour of these practices through Years 1 and 2.

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

- Raise attainment in writing by:

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- providing more opportunities for pupils to practise their writing skills as part of work in other curriculum subjects
  - making sure all pupils of all ages are clear about their precise learning targets and the next steps to attain them
  - making sure that teachers always provide activities and tailor questions to challenge pupils' thinking, particularly the more-able pupils.
- Improve the effectiveness with which leaders collate and analyse the information about pupils' progress in Years 1 and 2, in order to inform more precisely the school's self-evaluation, improvement planning and monitoring activities.

**Outcomes for individuals and groups of pupils****2**

Achievement is good. When children start in the Reception classes, their skills are usually below those typical for their age. Pupils, including those with special educational needs and/or disabilities, make good progress. In lessons, pupils behave well. They are attentive and keen to learn. They work at a good pace, particularly when working alongside adults, in pairs or collaboratively. Most pupils respond well to teachers' questions, although occasionally their concentration drifts when they sit as a whole group listening to their teacher, particularly the boys, or when the activities provided are insufficiently challenging. Attainment at the end of Year 6 is above average, but the high proportion of pupils with special educational needs and/or disabilities, along with the high number of pupils who join the school partway through the year, means that attainment from year to year can vary. Attainment by Year 6 and the proportion of pupils progressing at a faster rate than expected nationally have been on a rising trend. In 2010, for example, attainment in mathematics at the end of Year 6 increased significantly. Attainment by Year 2 is also rising, albeit at a slower rate.

Pupils' enjoyment is reflected in their above average attendance and the enthusiasm with which they participate in school life. Pupils are very proud to be part of their school and local community and are eager to contribute positively to them. They relish opportunities for taking on responsibilities, such as school councillors and play leaders, and for getting involved in a plethora of community events and fund-raising efforts. Pupils talk impressively about how to keep safe. They encourage one another to act safely and responsibly and are extremely confident there is always someone on hand to help them if they feel worried. By Year 6, pupils show their maturity and confidence in their excellent behaviour, in their sensible approach to working collaboratively, and in the ease with which they discuss their learning together, with adults and visitors. These factors, along with their above average attainment and attendance, demonstrate that pupils are well placed to become successful young adults of the future.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers' enthusiasm, good organisation, positive relationships, effective management of behaviour, use of computerised teaching boards and the skilled support of teaching assistants, all make a strong contribution to pupils' good progress. In outstanding lessons, such as in Years 4 and 6, there is ongoing reference to lesson objectives, ensuring that pupils of all abilities are clear about what they need to do if they are to achieve them. Individualised and well-targeted questioning reflects teachers' very precise knowledge of what their pupils already know and can do. This, along with practical and lively activities keeps pupils on their toes and challenges their thinking. A number of recent changes in staffing in Years 1 and 2 have hampered efforts to firmly embed these best teaching practices.

The curriculum places a strong emphasis on responding to pupils' particular interests and in broadening and enriching their everyday experiences. This reflects, for example, in an excellent range of extra-curricular activities, particularly in sport, which contribute very well to pupils' enjoyment. Successful adaptations to the curriculum in mathematics, such as, providing more opportunities for pupils to develop mental calculation skills and to apply their skills through problem solving, are helping to raise attainment. Between Years 3 and 6, pupils have plenty of opportunities to write creatively and at length, especially in activities linked with their 'theme' work, such as 'the Romans' and 'the deep.' Such

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opportunities are more limited in Years 1 and 2, especially when pupils complete worksheets.

Making sure that every child is nurtured and cared for is at the very heart of the school. Extremely high- quality pastoral support is evident in day-to-day practice. Pupils new to the school settle very quickly into their new surroundings. Highly effective support extends to parents and carers, particularly to those whose children are experiencing social, emotional, behavioural or learning difficulties. The outstanding contribution of the pastoral coordinator, along with the excellent partnerships fostered with external support agencies reflects the school's unrelenting commitment to helping pupils with additional needs. Recent determined efforts to promote better attendance have been particularly successful.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

This exceptionally caring, safe and supportive school reflects the commitment of staff at all levels to pupils' welfare. These aspects permeate throughout school life and are why, for example, the school's safeguarding procedures are outstanding. The impact of the very regular and thorough training of staff at all levels, along with ongoing dialogue among staff reflects in the very detailed and meticulous written records evident. Staff say, 'It is an honour to work for such an inspiring and caring headteacher. They appreciate the support from senior leaders and opportunities for their professional development, such as from leading teachers. In partnership, staff, governors and parents and carers work well together to promote school improvement. The recent introduction of a 'Parents Forum' is now helping to strengthen their voice in shaping improvement planning. Similarly, leaders forge very successful partnerships beyond school. Links with external support agencies, nearby schools and with the church, for example, all help to strengthen the quality of provision on offer.

A strong emphasis is placed on the inclusion of pupils, particularly to eradicate any potential barriers to learning and to ensure all pupils can participate in everything the school has to offer. This demonstrates the school's commitment to providing equal opportunities for all pupils to be successful. Since the previous inspection, the quality of governance has strengthened and is now good. Through activities such as 'Immersion Days' they have a clear understanding of the school's strengths and weaknesses and offer effective support and also constructive challenge. The school makes a good contribution to community cohesion. Excellent links are established within the local community and parish. Extensive opportunities for pupils to engage with ethnically diverse groups further afield, nationally and globally, are developing well.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Learning gets off to a successful start and children make good progress. By the start of Year 1, the proportion of children reaching age-related expectations is usually broadly average. The extremely warm and very caring relationships between adults and children, along with the bright, lively, well-organised and resourced learning environment, ensure that children enjoy learning and feel extremely safe. Rigorous attention is given to ensuring the welfare needs of children. The partnership between home and school is strong. This reflects, for example, in the 'home-school communication books' and in the high number of parents and carers expressing their appreciation of the arrangements for starting school in the inspection questionnaires. Children's personal, social and emotional development is outstanding. Adults make good use of opportunities to develop children's independence and to encourage them to make choices about their learning. This, along with ongoing praise, ensures children rise to the high expectations that staff have of them. Adults work effectively together to collect information about children's small steps in achievement. As a result, the various planned activities take good account of children's varying needs. This is why, for example, leaders are now extending opportunities for children to improve their writing skills, such as mark making. Opportunities to do so, such as when children play independently, especially the boys, are, however, still sometimes overlooked. Overall, effective leadership ensures that children's outcomes are good and that provision is adapted and improved appropriately.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A high proportion of parents and carers returned questionnaires and almost all express their overall satisfaction with the quality of education. They overwhelmingly agree that their children are kept very safe. Inspectors agree. Parents and carers particularly appreciate the support their children receive when transferring from other schools, especially those with special educational needs and/or disabilities. They say that they are 'blown away' by the level of care and support received. Similarly, many parents and carers noted the 'excellent range of varied extra-curricular activities on offer'. A very small minority expressed concern that 'bright pupils could be pushed harder'. Inspection evidence shows that, although the provision to challenge the more-able pupils, overall, is good, there remains scope to extend the level of challenge in writing, particularly in Years 1 and 2 further.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knaresborough St John's CoE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 163 completed questionnaires by the end of the on-site inspection. In total, there are 297 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	55	68	42	4	2	0	0
The school keeps my child safe	116	71	47	29	0	0	0	0
My school informs me about my child's progress	73	45	77	47	8	5	2	1
My child is making enough progress at this school	69	42	82	50	6	4	2	1
The teaching is good at this school	85	52	68	42	5	3	1	1
The school helps me to support my child's learning	81	50	73	45	4	2	2	1
The school helps my child to have a healthy lifestyle	95	58	64	39	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	79	48	73	45	5	3	1	1
The school meets my child's particular needs	81	50	72	44	5	3	1	1
The school deals effectively with unacceptable behaviour	70	43	83	51	5	3	0	0
The school takes account of my suggestions and concerns	67	41	85	52	4	2	2	1
The school is led and managed effectively	105	64	52	32	2	1	2	1
Overall, I am happy with my child's experience at this school	107	66	48	29	4	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 October 2010

Dear Pupils

**Inspection of Knaresborough St John's CofE Primary School, Knaresborough, HG5 0JN**

Thank you for the warm and friendly welcome you gave us when we inspected your school. We enjoyed finding out your views. I am writing to let you know what we thought. You go to a good school. By Year 6, your attainment is usually above that expected for your age and you make good progress. We were particularly pleased to:

- find out that you enjoy school, feel extremely safe and that you behave well
- see how much your attainment in mathematics is improving
- find out just how much you know about how you can keep yourselves healthy and how much you enjoy trying out all the different sporting activities
- find out all the chances you have to help make your school a happier and safer place to learn and get involved with so many activities in your local area.

These are some of the reasons why you are prepared well for going to secondary school. So that your school becomes even better, I have asked that some further improvements be made. These are to make sure that:

- your attainment in writing improves by giving you more chances to practise your writing skills, such as when you complete your theme work
- you are all really clear about what your targets are in writing and the steps you need to take to reach them
- adults always give you work and ask you questions that make you all think really hard all of the time
- adults with special responsibilities improve how they check on your progress in Years 1 and 2.

You can help by making sure that you tell your teacher if your work is too easy and by always checking what you still have to do to reach your learning targets. I send my very best wishes to you all for a very bright and successful future.

Yours sincerely

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