

# St John's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	122744
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359297
<b>Inspection dates</b>	5–6 April 2011
<b>Reporting inspector</b>	Mary Davis

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>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Bassford
<b>Headteacher</b>	Jonathan Lee
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	80 Nottingham Road Stapleford, Nottingham NG9 8AQ
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## Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons and all four teachers, and held meetings with groups of pupils, parents and carers, members of the governing body and staff. Inspectors observed the school's work and looked at policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the governing body meetings; pupils' work and 33 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The learning and progress of groups of pupils in current classes, particularly more able pupils and if the good progress seen in 2010 has been sustained.
- How consistently the provision, particularly teaching, is raising levels of achievement across the school.
- How well teachers use assessment to support learning and how well pupils understand how to improve their work.
- How well the school promotes community cohesion and the impact of this on pupils' understanding of children in other contexts.

## Information about the school

St John's Church of England Primary is a small school housed in a Victorian building. The proportion of pupils from minority ethnic backgrounds is below average and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is also above the national average. The headteacher and the deputy headteacher have been in post since the start of the current academic year. The school has Healthy Schools Gold award, Artsmark Gold award, Activemark and Investors in People. It works in partnership with a number of other local schools, including the Whitehills Park Federation.

**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

St John's Church of England Primary is a good school. Despite the cramped accommodation, the learning environment is bright, stimulating and welcoming. The pupils are lively and confident and are proud of their school and its history. They particularly value the close school community, saying that they are very well known and cared for. 'We are like one big family' and 'Teachers look after you and keep you safe', are typical of the comments pupils made to inspectors. Curriculum provision is limited by the lack of space and a significant proportion of potential learning time each day has to be spent moving furniture in preparation for lunch or assembly.

Levels of attainment are rising and in 2010 were above the national average, although the proportion of the very small cohort attaining the highest levels was below average. The school's assessment data and inspection evidence show that this pattern of improvement is being sustained. Pupils make good progress across the school and in some lessons their progress is outstanding, as a result of tasks that closely match their individual needs. Behaviour is generally good and pupils are enthusiastic about their learning, although this sometimes leads to over-excitement. They work and play well together and older ones show considerable care for younger ones. Pupils have a significant voice in the running of the school and are confident and articulate when expressing their views. They frequently take part in community events, such as the 'Hemlock Happening'. Attendance rates are currently average but the proportion of persistent absentees is falling as a result of the school's actions.

Teachers plan well to provide work that appropriately challenges the wide range of abilities within mixed-age classes. Occasionally however, teachers do not have high enough expectations of what the most able are capable of achieving and, as a result, the work is insufficiently challenging to extend their skills and understanding. In the best lessons, pupils have a clear understanding both of what they are learning and the criteria for success, so that they are able to work independently towards their targets. Here, teachers continually evaluate the learning taking place so that pupils can be moved on quickly once they understand. This quality of the use of assessment to support learning is not consistent throughout the school, however, and as a result, pupils do not have sufficient understanding of how to improve their work. Leaders have identified this as a key area for development and are working to ensure that training and support is being provided to enable all teachers to develop good practice. The good curriculum uses a range of visits and visitors to broaden pupils' experiences and whole-school projects, such as the recent Spanish theme, provide opportunities for pupils to be creative and explore a variety of connected topics including a fiesta celebration. The school provides outstanding care, guidance and support. Each child is well-known as an individual and those whose circumstances make them vulnerable and those with special educational needs and/or disabilities receive exemplary care, enabling them to be fully included. Transition

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arrangements are thorough, particularly the guidance and support provided as pupils move from their small school environment to the large secondary provision.

The new leadership team work well together in communicating their drive and ambition for the school's development to all stakeholders. The governing body provides excellent support in this and is involved fully in the work of the school. Safeguarding procedures are exemplary so pupils feel safe. Rigorous self-evaluation has enabled leaders to identify areas for development. Strategies to address these are well underway and beginning to have an impact, particularly on raising achievement and in sustaining the outstanding care provision. They show a good capacity to continue these improvements.

Children make good progress in the Early Years Foundation Stage and enjoy learning in a bright and stimulating indoor environment. Activities outside are limited by space and are not fully accessible in bad weather. The lack of a soft surface also limits play activities. Adults work well together to promote good learning but self-evaluation in the Early Years Foundation Stage is underdeveloped and, as a result, leaders are not able to clearly identify how well all aspects of the provision are meeting the needs of different groups of children.

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

- Extend existing outstanding practice to ensure that all teaching is good or better by:
  - embedding the use of assessment to support learning to ensure that pupils know how to improve their work
  - ensuring that teachers effectively evaluate the learning taking place during a lesson, so that they can provide appropriate support or challenge
  - raising teachers' expectations of what more able pupils are able to achieve and providing appropriate challenge to ensure they reach their potential.
- Raising levels of attendance by communicating the importance of good attendance to all pupils, parents and carers.
- Strengthen the effectiveness of the Early Years Foundation Stage by:
  - improving the outdoor area and increasing opportunities for children to access it
  - improving the rigour of self-evaluation to ensure that the provision is adequately meeting the needs of different groups of children.

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

**2**

When they start in the Early Years Foundation Stage, children's skills and experiences are generally typical of children of their age although this fluctuates year-on-year due to the small cohorts of pupils. By the end of Key Stage 2 in 2010, attainment was above the national average, particularly in mathematics. Leaders identified writing as a relative weakness and their strategies to address this have been effective across the school. Work seen during the inspection showed that pupils were able to use adventurous vocabulary and express themselves fluently as a result of the wide range of relevant and appropriate writing tasks. For example, Year 1 and 2 pupils were able to write simple sentences about their understanding of a story of a little girl walking through a wood, using appropriate adjectives. They were engrossed in this task showing good concentration. Pupils show

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great enthusiasm for their learning, for example, Years 5 and 6 excitedly worked out fractions using different coloured sweets, although they were quick to point out to their teacher that this activity was not promoting a healthy lifestyle. In most lessons observed during the inspection, progress was good and there was a buzz of excitement as pupils were fully engaged in the tasks set for them. Pupils with special educational needs and/or disabilities, together with the very few at an early stage of learning English, are well supported in the classroom by skilled teaching assistants who also work intensively with small groups. As a result, these pupils also make good progress.

Pupils say that any bullying or conflict between pupils is rare and that any incidents are well managed by staff. They know that there is always an adult who will care for them and have a good understanding of how to keep themselves safe, including road safety and using the internet. Pupils enjoy the wide range of opportunities for sport and the playground activities provided, supporting their healthy lifestyle. They greatly value the healthy menu provided by the school cooks. They raise money for charity and enthusiastically promote eco awareness in the community through 'Greening Stapleford'. Their good basic skills in literacy, numeracy and in information and communication technology, together with the confident way they relate to adults, are preparing them well for their future economic well-being. Pupils' good spiritual, moral, social and cultural development is exemplified by the ways in which pupils from different backgrounds get on so well together, showing a high level of mutual respect, and care and consideration for others.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>	3
<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

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## How effective is the provision?

Although overall the majority of teaching seen during the inspection was good, there is some inconsistency. Relationships are good and teachers use individual praise well to promote confidence. Teaching assistants are deployed well throughout the school to provide a high level of support and challenge, including ably supporting small groups outside the classroom. Resources are well prepared and relevant to pupils' experiences and understanding so that they engage and excite. For example, pupils in Years 1 and 2 enjoyed learning how to double numbers by counting dots on a ladybird. The pace of learning sometimes slows when teachers do not notice when an activity has gone on for too long and pupils are becoming restless. The marking of pupils work is clear and whole-school practice is currently being established to ensure that pupils know what their next steps are. However, older pupils have insufficient understanding of what is required to achieve the highest levels in their work. Although classrooms are equipped with interactive white boards, these are not being used sufficiently well to enhance learning.

The curriculum is currently being developed in partnership with other local schools to include more opportunity for whole-school, cross-curricular themes. Pupils' well-being and safeguarding issues are well promoted through personal, social and health education and all pupils have sports lessons together on the field opposite the school. There is no adequate indoor space for drama or to undertake active tasks or indoor sport, resulting in these activities being limited. Nevertheless, the school makes maximum use of the facilities it has and works with partners to enhance the provision through visits, including regular residential opportunities where pupils can experience outdoor and adventure activities. Spanish is taught across the school and a variety of after-school clubs are well attended.

The school works closely with a variety of external agencies to support those pupils with special educational needs and/or disabilities and other vulnerable groups. This has enabled the school to reduce the number of persistent absentees by providing family support. Care of pupils is at the heart of the school's work: this can be seen in the close and trusting relationships pupils have with the adults who care for them and the way this example enables them to show care for each other.

*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	3
<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?

The new leadership team has been quick to ensure that all staff are well informed and consulted about areas for development. All teachers have some leadership responsibility

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and are held to account for progress in these areas. Subject leaders are involved in a regular programme of monitoring and evaluation and contribute to the school development plan. The governing body monitors the work of the school well, being fully involved in self-evaluation and strategic planning. Its members are extremely well organised and trained, and use their individual expertise to support each subject and area. They carry out their statutory responsibilities very well and provide excellent support for the new leadership team by, for example, being actively involved in promoting punctuality and greeting late arrivals at the gate. They ensure the safeguarding of children and are rigorous in monitoring health and safety and the appropriate training of all adults, to ensure that child protection procedures and practice are exemplary. Parents and carers are regularly consulted about the school's work and informed about their children's progress. The school makes outstanding use of partnerships to enhance the provision, including close partnerships with local primary and secondary schools. Expert football coaching and instrumental tuition is also provided through partnerships. Leaders track the progress of all pupils effectively and the participation of all groups of pupils in extra-curricular activities to ensure that all have equal access. The governing body ensures that all pupils can be included in the variety of school trips. Links with the local community, including the church, are strong and international links with Spain and Sweden are being established. Leaders recognise that pupils' understanding of children in different contexts nationally is less well developed.

*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>1</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**

Children enjoy coming to school and make good progress in lessons. They are confident and secure, and have a good understanding of how to keep themselves safe in the cramped environment. They play well together, respond well to the warmth and encouragement of adults, taking turns, showing curiosity and undertaking jobs such as



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tidying away. They behave well. The classroom is brim-full of engaging displays to arouse curiosity and stimulate interest in the world around them. All areas of learning are well provided for. The outside area is well used during good weather for most areas of learning. There is evident good teamwork between adults and good relationships have been established with parents and carers who appreciate the guidance on how to support their children. Teachers know how well each individual child is developing in all areas of learning. Assessment methods are sound, but leaders are currently unable to analyse group trends, for example by gender or by area of learning, in order to ensure that all children are appropriately challenged.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</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	3

## Views of parents and carers

The overwhelming response of the parents and carers who completed questionnaires was positive, with 100% saying that the school keeps their children safe. A few parents and carers commented that, although pupils with special educational needs and/or disabilities are well supported, those who are gifted and talented were not always appropriately challenged. Inspectors looked into this and found that pupils are not always given sufficient guidance as to how they can reach the highest levels.

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

Ofsted invited all the registered parents and carers of pupils registered at St John's CofE 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	73	8	24	1	3	0	0
The school keeps my child safe	23	70	10	30	0	0	0	0
My school informs me about my child's progress	16	48	15	45	2	6	0	0
My child is making enough progress at this school	18	55	13	39	1	3	1	3
The teaching is good at this school	20	61	12	36	0	0	1	3
The school helps me to support my child's learning	11	33	20	61	1	3	1	3
The school helps my child to have a healthy lifestyle	15	45	18	55	0	0	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)	11	37	15	50	1	3	1	3
The school meets my child's particular needs	17	52	14	42	1	3	1	3
The school deals effectively with unacceptable behaviour	12	38	16	50	3	9	0	0
The school takes account of my suggestions and concerns	11	35	15	48	2	6	1	3
The school is led and managed effectively	10	31	17	53	4	13	0	0
Overall, I am happy with my child's experience at this school	22	73	5	17	2	7	1	3

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



7 April 2011

Dear Pupils

**Inspection of St John's CofE Primary School, Stapleford, NG9 8AQ**

Thank you very much for the welcome you gave to me and my colleague when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We were particularly impressed with the pride you show in your school and its history and the way you all get on with each other.

Our inspection has judged that you go to a good school. The good teaching you receive enables you to make good progress. The standards that you reach are steadily rising. We were impressed by your good behaviour and the care you show for each other. You concentrate well and enjoy your lessons and all the activities that are provided for you, including visits such as the residential weekends. Your teachers provide lessons that are exciting and care for you very well, but we feel that sometimes the work is too easy for some of you and that teachers could challenge you more. We have asked them to move you on more quickly once you are able to do something. You make an excellent contribution to your school and local community. You are polite and welcoming to visitors and kind and considerate to those around you. However, your attendance is only average and we think you can improve on this so that you achieve even more.

We think that the school does a good job in all its work despite the lack of space. We have recommended that the outdoor area should be improved for the Reception class and that leaders of this part of the school should ensure that all groups of children achieve well in all areas of their learning. The leaders of the school are working hard to make sure you learn well and develop well as young people. You can help them by continuing to work hard and attending well.

I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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