

# Great Marsden St John's Church of England Primary School

Trent Road, Nelson, Lancashire, BB9 0NX

## Inspection dates

2-3 October 2012

Overall effectiveness	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching quality varies from year group to year group and too much requires improvement. In particular, the pace of many lessons is too slow. As a result, achievement is not yet good.
- There is not enough consistency across Key Stages 1 and 2 in developing pupils' basic skills.
- The recently re-formed subject and senior leadership team has yet to be involved sufficiently closely in checking the work of the school in order for the school to improve more rapidly.
- Monitoring of outcomes and the quality of teaching has not had sufficient impact on improving the quality of teaching to ensure that it is consistently good.

### The school has the following strengths

- Children in the Reception class make a good start to their education due to good provision and teaching.
- Pupils feel safe, their behaviour is good, both in lessons and around the school, and they show good attitudes to learning.
- Governors both challenge and support the school well and hold leaders to account.
- The school has good relationships with parents and runs a number of workshops to help them support their children's learning.
- The school has successfully tackled the previously below average attendance so that it is now above average.
- The school provides a warm, welcoming learning environment and pupils enjoy school.

## Information about this inspection

- Inspectors observed 13 lessons taught by seven different teachers. They heard pupils from different year groups read.
- They held formal and informal discussions with pupils and held meetings with staff and senior leaders. They also met with representatives from the local authority and the Chair of the Governing Body.
- The inspection team took account of the 10 responses to the online questionnaire, Parent View, and the comments made by two parents in letters sent to the inspection team.
- Inspectors observed the school's work and looked at a number of documents including safeguarding records, the school development plan, curriculum and teachers' planning, records relating to behaviour and attendance and the school's own tracking data on attainment and progress.

## Inspection team

Yvonne Mills-Clare, Lead inspector

Additional inspector

Sheila O'Keeffe

Additional inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are disabled or have special educational needs, supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The majority of pupils are White British. There are fewer pupils than average from minority ethnic backgrounds, but almost three-quarters of these pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching in order to raise standards and ensure that all pupils make consistently good progress, by:
  - developing the basic skills of all groups of pupils, but particularly boys, through focused, practical and enjoyable activities in lessons
  - improving the pace of lessons to ensure pupils are given sufficient time to practise the skills they are learning
  - creating more opportunities to apply mathematics across other subjects.
- Improve the effectiveness of leadership and management by:
  - more rigorous and regular monitoring of teaching and learning to ensure strategies for improvement are increasingly used in day-to-day practice
  - developing the monitoring and evaluation role of subject leaders in order to increase their contribution to whole-school improvement
  - identifying specific outcomes and timescales in school-improvement planning against which to evaluate progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' attainment, although variable over time, has been broadly average in both English and mathematics by the end of Year 6. Almost all pupils make expected progress in English, but fewer do so in mathematics, although numbers are increasing year-on-year.
- Children make good progress during their time in the Reception class. On entry to the school an increasing number of children demonstrate skills that are below those expected among children of the same age. Through good provision and teaching, by the time they enter Year 1, the majority are working within the expected levels.
- Across Key Stages 1 and 2 progress slows. Achievement is not good because pupils spend too much time catching up on previous underachievement caused by the weaker teaching in some year groups. This leads to progress that is erratic.
- Progress accelerates across Years 5 and 6. As a result a similar proportion of pupils are attaining the higher levels in reading, writing and mathematics as is seen nationally.
- Pupils who speak English as an additional language are well supported in their lessons and make similar progress to their peers.
- Pupils in receipt of the pupil premium, disabled pupils and those with special educational needs make comparable progress to their classmates. They benefit from well-targeted interventions that are regularly checked to ensure their effectiveness.
- Boys do not tend to achieve as well as girls. Where activities are practical and exciting, boys are more engaged and make better progress, but this is not always the case, especially in less successful lessons.
- Pupils enjoy reading. They read daily in school and often at home with their parents. A well-stocked library offers opportunities to follow their interest. As a result most pupils read fluently and with expression and are able to discuss their favourite books.

### The quality of teaching

### requires improvement

- Although there is good teaching in the school, much requires improvement. Inconsistencies in teaching methods and teachers' expectations hold back pupils' learning in some classes across the school. The wide variation in quality results in pupils making uneven progress.
- Where teaching is less successful, opportunities are missed for pupils to work independently or with a partner. They spend too much of the lesson listening to the teacher rather than practising, consolidating and applying the skills they have learnt.
- Similarly, much teaching takes too little account of the differing interests of boys and provides few activities or practical resources to enthuse and motivate them. In lessons where the teaching offered such opportunities, all ability groups were well challenged to make good progress through work on interesting tasks.
- In classes where the teaching is most effective, pupils of all abilities are given different, challenging tasks. In the best lessons, pupils work together, sharing and discussing ideas. For example, Year 4 pupils were actively engaged from the outset of the lesson recalling images used in the poem 'The Magic Box', building on their learning from the day before.
- Relationships are good and pupils generally enjoy learning. Teachers manage behaviour well and use interactive technology effectively to make teaching points clear.
- Teachers generally ensure that pupils use literacy and computers well across a range of other subjects, embedding and promoting basic skills. However, opportunities are more limited to apply mathematics across other areas of learning.
- Teaching assistants are generally deployed well and make a valuable contribution to pupils' learning, giving sensitive and effective support.

**The behaviour and safety of pupils are good**

- Pupils generally behave well in class and around the school. They display positive attitudes to learning and enjoy school. Their above average attendance bears testament to this. The school has worked hard with pupils and families to improve attendance, which was below average at the time of the last inspection.
- Pupils appreciate and attend in good numbers the many extracurricular clubs which cater for a good range of different interests.
- Pupils feel very safe. They are able to talk knowledgeably about the measures the school takes to keep them safe, for example, locks, gates and visitors' badges.
- They are confident there is little bullying and are adamant that the school deals swiftly with any incidents that do happen. They are aware of the different types of bullying and name-calling that could occur. They know what to do if they should receive distressing messages on the computer or mobile phone.
- Pupils are polite and behave with consideration and respect for adults and each other. Older pupils take care of the younger ones and the school provides a safe haven for all its pupils.

**The leadership and management require improvement**

- The headteacher has accurately identified areas of the school's strengths and weaknesses. The school, together with enhanced support from the local authority, is tackling the variations in teaching quality through training and performance management targets.
- The school recognises that, over time, training for staff and the monitoring of teaching and learning have not been fully effective in eradicating inconsistencies in the quality of teaching, so that it is consistently good. Written feedback is provided. However, this does not always clearly detail what development points will form the basis of the next observation, in order to ensure practice is improving and improvement areas are built into day-to-day practice.
- In addition to work undertaken with the local authority, a range of strategies has been introduced by the school to address these variations in teaching. Through paired working across each of the key stages and collaborative planning, teachers now have the opportunity to work together on improving practice.
- A restructuring of subject leadership means that many leaders are new to their role. As a result they have yet to be involved in closely checking the quality of teaching and learning in literacy and numeracy and using this information to ensure that pupils make good progress in every class.
- Members of the leadership team provide good role models in terms of their own teaching. They have yet to use this extensively to coach colleagues or to ensure a systematic approach in their subject or key stage. The leadership and management of teaching, therefore, while relatively effective, have room to improve.
- Accurate self-evaluation informs the school's action and development planning, which focuses firmly on the areas to improve. The plan, however, lacks specific targets to be met, so that the school can clearly demonstrate where improvements have, or have not, been made.
- The curriculum is becoming increasingly creative and it contributes well to pupils' spiritual, moral, social and cultural development. Themes begin with a 'hands-on' experience of a visit or visitor to add relevance and interest among pupils. Day-to-day lessons, however, do not always take account of the interests of boys or create enough activities to enthuse and motivate them to do as well as they can.
- The school promotes equality of opportunity and tackles discrimination appropriately. There is effective tracking in place for most groups of pupils and no group of pupils makes significantly less progress than others.
- The funding used to support pupils in receipt of the pupil premium is evaluated in part through monitoring the impact of intervention activities. Other actions, such as the provision of music and arts activities, are less well evaluated.

- Procedures for safeguarding pupils meet government requirements and training for staff and governors is up to date.
  - **The governance of the school:**
    - Governors are both supportive and challenging in holding the school to account.
    - They have a good understanding of the school's strengths and weaknesses and are well informed through reports and meetings with senior and subject leaders.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119436
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	401842

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glenn Tunbridge
<b>Headteacher</b>	Lesley Fitzpatrick
<b>Date of previous school inspection</b>	2 February 2010
<b>Telephone number</b>	01282 615055
<b>Fax number</b>	01282 697750
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