

# St John the Baptist Catholic Primary School

Arran Way, Chelmsley Wood, Birmingham, B36 0QE

**Inspection dates** 11–12 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Children settle well in the Nursery and in Reception. Many achieve a good level of development by the time they start Year 1.
- Pupils make good progress in reading, writing and mathematics. From low starting-points, pupils reach close to average standards by the time they leave school.
- Disabled pupils, those who have special educational needs, and pupils for whom the school receives extra government funding, have good support and do well.
- Teaching is consistently good across the school. Pupils' books show that the quality of work and its presentation have improved.
- Teachers have good relationships with pupils and expect them to do their best.
- Behaviour in lessons and around the school is good. Pupils get on well with each other and they feel safe and secure on the school site.
- Pupils enjoy school. Attendance has improved after a dip in 2013 and is now almost at national average.
- Senior leaders make correct judgements about teaching at the school. Good training has helped other staff check teaching accurately.
- Leaders have helped the school improve and made sure it continues to improve.
- Pupils develop spiritual, moral, social and cultural understanding well through their lessons, assemblies and extra activities.
- Governors ask searching questions about pupils' progress. They visit regularly to find out about pupils' learning and their behaviour.

### It is not yet an outstanding school because

- Pupils do not always follow up their teachers' guidance or complete the extra tasks teachers give them when they mark their books.
- Pupils do not always use their mathematical skills confidently when they have to apply them in a new situation, for example in the different subjects they learn.

## Information about this inspection

- Inspectors observed 12 parts of lessons taught by nine teachers. Three lessons were observed jointly with senior leaders. In addition, inspectors made shorter visits to a number of lessons and listened to pupils read. They visited the playground at lunchtime and attended two assemblies.
- Inspectors met a group of pupils and talked to other pupils in lessons, in the playground and as they moved around the school.
- Inspectors saw pupils' written work during lessons and, with school leaders, looked in greater depth at a sample of pupils' books.
- Meetings were held with the headteacher, other school leaders and staff, and with two members of the governing body. Inspectors considered the responses to the questionnaires completed by 23 members of staff. An inspector met a representative from the local authority.
- Inspectors considered the views given in the 20 responses to the online survey (Parent View). They took account of the school's own questionnaires to parents. Inspectors also spoke informally to parents at the start of the school day.
- Inspectors looked at a number of documents, including the school's checks on how well it is doing and its plans for improvement. They checked the school's information about pupils' progress over time, and looked at records about the quality of teaching and minutes of governing body meetings. Inspectors scrutinised how the school keeps its pupils safe and looked at records relating to behaviour, attendance and safeguarding.

## Inspection team

Elizabeth Cooper, Lead inspector

Additional Inspector

Deirdre Lyddy

Additional Inspector

# Full report

## Information about this school

- St John the Baptist Catholic Primary School is a smaller-than-average primary school. It provides for children in the Early Years Foundation Stage through a Nursery as well as a Reception class. Most of the children who enter the school in Reception come from the school's Nursery class, and a small number start after attending other local nurseries.
- The proportion of pupils supported through the pupil premium (additional government funding that applies to pupils who are looked after by the local authority and those known to be eligible for free school meals) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is also higher than the national average.
- The number of pupils in each year group has varied. In 2012, there were very few pupils in Year 6. Numbers are rising as more families move into the area due to the regeneration project in North Solihull. An increasing proportion of pupils join partway through their primary school education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several staffing changes since the previous inspection, particularly during the past two years.
- The school is a member of UNITY, a formal collaboration with 17 other schools.

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

- Make sure that pupils respond to the advice and extra tasks given by teachers in their books, so that they can further improve their work.
- Help pupils to improve the way they use their mathematical skills in different subjects and contexts.

## Inspection judgements

### The achievement of pupils is good

- When children join the school, their levels of knowledge and skills are below those typical for their age. Their skills in writing and using numbers are particularly low. They make a strong start and achieve well in the Nursery and Reception classes due to good teaching and well-chosen learning activities. The proportion of children that reach a good level of development has risen considerably this year and is higher than last year's national average.
- Standards rose at Key Stage 1 in 2013 to broadly average. Most pupils, including the more-able pupils, make good progress by the end of Year 2.
- A higher-than-average proportion of Year 1 pupils met the required standard in the 2013 national screening check on how well they know the sounds that letters make (phonics). They are predicted to do as well this year. When reading out loud, younger pupils use their good understanding of phonics to work out new words and to correct themselves when they make a mistake. Pupils are keen readers and enjoy using the school library and visiting the local library.
- Standards at the end of Key Stage 2 have varied in recent years, dipping in 2013, but are typically close to average. In 2013, although most pupils made the progress expected nationally in reading, writing and mathematics, few pupils made more rapid progress. However, the school's information about how well current pupils are doing shows that pupils in Year 6 have made good progress. More pupils are on track to gain higher levels in reading, writing and mathematics.
- In 2013, Year 6 pupils nationally were tested in punctuation, spelling and grammar. The school's pupils did not do as well in this as they did in their other subjects. Since then, its drive to improve pupils' writing has made a considerable difference to their accuracy. Pupils practise spellings regularly as part of their homework.
- Pupils' work in their books and in lessons show that standards of reading, writing and mathematics are improving rapidly, and in Key Stage 1 and Years 3, 5 and 6, they are close to the national average. Pupils in Year 4 are catching up quickly.
- The gap in results between pupils supported by extra funds to improve their learning and all other pupils is closing throughout the school. The gap of nearly a year in Year 6 reading in 2013 has reduced to a term for the current Year 6, and there are now no gaps in either writing or mathematics. The school has used the funding well to give extra sessions to pupils who need it, as well as paying towards school visits and for Forest School activities for children in Reception.
- Disabled pupils and those who have special educational needs make good progress in their learning because teachers and other adults give them good support in class, as well as catch-up sessions for a few weeks at a time to help them cope with areas of learning they find difficult.
- The increasing number of pupils who join the school late are given good support, which helps them settle in and get up to speed with their classmates.
- The most-able pupils across the school do well, and in Year 6, some pupils are reaching particularly high standards. Links with a local secondary school have helped the school to set work at a very challenging level. A group of Year 6 pupils have had their short stories published after working with a children's author.

- Pupils frequently write at length in their different subjects, and do so well, but are not so good at applying their mathematical skills in new contexts.

## **The quality of teaching** is good

- Pupils' books show that pupils throughout the school are making good progress. Parents completing in the Parent View survey agree that teaching is good. A parent told an inspector: 'My child is reading really confidently and can use a pen now in handwriting.'
- Teachers always want pupils to do their best, and most pupils know exactly what is expected of them. As a result, they settle down to work promptly. Whether writing in their books or using new technologies, pupils concentrate on their learning and produce work of a good standard.
- The quality of handwriting has improved considerably since the last inspection. Most pupils take great pride in presentation. There is a marked contrast between their books at the start of the year and current pages, proof of teachers' higher expectations and pupils' efforts.
- Pupils are given extra support when they need it, but are also expected to challenge themselves. In a Year 2 mathematics lesson, a group of pupils concentrated hard on using cubes and number blocks to work out subtractions, only checking their work with each other or with a teaching assistant when they were stuck. Other pupils needed little prompting from the teacher to explain their calculations accurately.
- In the same lesson, they were keen to apply their new-found skills to working out change left from buying ice creams at the seaside. This was an example of exceptionally well-structured work that helped pupils to use what they learnt in a new context, but this extension of skills is not evident across the year groups.
- The quality of teaching in the Early Years Foundation Stage is good, and makes the children enthusiastic about their learning. For example, children in Reception enjoyed talking with their teacher about an adventure of travelling to the moon. This prepared them well for writing about going in a rocket. They checked that their sentences started with capital letters.
- Pupils are challenged well in their work. In a Year 6 mathematics lesson, the more-able pupils were given questions suitable for Year 7, which they tackled with great enthusiasm. The rest of the class became much more confident about working through calculations in the correct order and could explain what they had learnt. These activities helped everyone prepare exceedingly well for moving up to secondary school.
- Pupils learnt extremely rapidly in a Year 4 lesson when they spurred each other on in their efforts to create descriptions. Encouraged by their teacher to 'up-level', pupils were highly ambitious in their writing. For example, one pupil wrote: 'Swaying gracefully, the flag danced in the dark midnight light.' Their books showed that this was the standard typically expected of them.
- Teachers mark pupils' work every day. They give pupils helpful and detailed comments on how to improve, often giving pupils extra questions. However, pupils do not always complete the additional work they have been set.

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

- The behaviour of pupils is good. Pupils of all ages, including in the Early Years Foundation Stage, have positive attitudes to learning. At times, they become totally absorbed in what they are doing. Year 4 pupils were visibly disappointed when their teacher told them that they had only five more minutes for their writing. Pupils willingly help each other out, and, when asked to check each other's writing, can give sensible advice on what would improve the piece of work.
- Relationships between adults and pupils are good. There is a strong emphasis on praise, including the 'You made me smile today' board used by midday staff. The few pupils who find it hard to manage their own behaviour respond well to the school's consistent use of rewards and sanctions. Very few pupils are now sent home for a short period due to poor behaviour. A very few pupils occasionally find it difficult to concentrate when listening to instructions, but teachers are alert to this and help them focus again.
- Pupils' conduct around the school is good. Pupils move in a calm and orderly manner, making way for adults and for each other. They look smart in their school uniform. Pupils show respect for the school site, and no litter was seen. Children in the Reception class tidy items away without reminders from adults. Children in the Nursery readily take turns.
- Pupils develop a good sense of responsibility at the school. Older pupils acting as 'pair readers' help younger pupils to become more confident in their reading. The school council played an active part in choosing good-quality play equipment, which pupils enjoy using at lunchtime.
- The school's work to keep pupils safe and secure is good. Parents and staff agree almost without exception that pupils are safe at the school. Pupils can explain how to keep themselves safe, especially when using the internet.
- A few parents expressed concerns about bullying. Pupils who spoke to inspectors insisted that bullying was rare. Pupils are aware of all types of bullying and say that there is no name-calling. They have a good sense of right and wrong and are confident that any concerns would be sorted out very quickly by the staff.
- Attendance has risen after a dip in 2012-13, caused by higher levels of absence amongst younger pupils. It is now close to the national average. The school works closely with parents to make sure that their children come to school each day. Classes are in competition to have the highest attendance of the week. The breakfast club and the 'late gate' have helped to boost punctuality to school.

**The leadership and management are good**

- The experienced headteacher leads the school well and is widely respected. Together with senior leaders she has successfully tackled the areas for improvement from the last inspection. Leaders make correct judgements about the school, and the plan has the right priorities to move the school further forward. Members of staff know what they are trying to achieve as a school.
- Senior leaders and the teachers in charge of subjects judge teaching accurately, because they use a range of ways of checking on it. They check teachers' planning and visit their lessons regularly. They look through pupils' books to make sure that pupils are making good progress and setting their work out neatly. Leaders have not shied away from challenging weaker teaching, and as a result, teaching is consistently good.

- Teachers are set targets which are measured against national standards. Leaders make sure that teachers receive extra responsibilities or pay only where their teaching results in good progress.
- School leaders have developed good leadership skills amongst existing staff, coaching them in how to observe lessons and find out how well pupils are doing. One subject leader summed it up, saying: 'Stay here – you'll get opportunities.'
- Pupils study subjects through interesting topics, which make their curriculum broad and balanced and help pupils to enjoy learning. Displays such as 'Science is all around us', including models pupils made for homework, enhance pupils' sense of awe and wonder. Reception children took great care when decorating individual circles to add to a large display for the Arts Week. The school promotes pupils' cultural and social development well. In the whole-school assembly, Year 3 pupils talked confidently in Spanish about the qualities of a friend.
- The additional primary school sport funding has been used well. The school has bought extra apparatus for physical education (PE) and paid for swimming lessons. A specialist coach advises staff about teaching PE and runs clubs such as indoor rowing and athletics. Pupils practise gymnastics skills safely with a coach in a well-run club at lunchtime. The sport funding has made a considerable difference to pupils' fitness and their understanding of how to be healthy.
- The school goes out of its way to work with parents, helping pupils attend well and make good progress. Parents appreciate the advice they receive on how to support their children at home.
- The local authority gives increasingly light-touch support to the school, recognising that the school is improving quickly. The local authority values the contribution made by several senior leaders who are qualified to advise other schools on checking the standards of pupils' work.
- Leadership in the Early Years Foundation Stage is good. Teachers and other adults frequently check children's progress in all areas of their learning, keeping detailed records and planning interesting activities which help children develop further.
- **The governance of the school:**
  - Governors know how well the school is doing because they look at the school's information about pupils' progress and compare this to national data. They make good use of training from the local authority and from the diocese to develop their understanding of their roles as governors. Governors are skilled in asking questions of school leaders about pupils' achievement, behaviour and attendance. They regularly find out whether the pupils who struggle with writing are making enough progress.
  - From their visits to the school, when they go into lessons, talk to pupils and look at their books, governors know that teaching is good. They are clear that teachers are only rewarded if pupils achieve well; as the Chair of Governors explained: 'It's based on deserved progress.'
  - Governors make good links with parents, attending events such as a parents' session on how to help children with letters and sounds, as well as talking to parents at the start of the day.
  - Governors manage the school budget well. They know how the extra government funding is being spent and the difference this has made to reducing gaps in results between eligible pupils and others. They check that the school makes the most of the primary sports funding.
  - The governing body makes sure that safeguarding arrangements meet statutory requirements.

## 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>	104107
<b>Local authority</b>	Solihull
<b>Inspection number</b>	444070

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Corrigan
<b>Headteacher</b>	Maria Salt
<b>Date of previous school inspection</b>	27 June 2011
<b>Telephone number</b>	0121 770 1892
<b>Fax number</b>	0121 779 7177
<b>Email address</b>	office@st-john-the-baptist.solihull.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

