



St John's Church of England Primary School, Tisbury

Inspection Report

Unique Reference Number 126388
LEA Wiltshire
Inspection number 282103
Inspection dates 31 October 2005 to 31 October 2005
Reporting inspector Kevin Hodge RISP

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

Type of school	Primary	School address	Weaveland Road
School category	Community		Tisbury
Age range of pupils	4 to 11		Salisbury, Wiltshire SP3 6HJ
Gender of pupils	Mixed	Telephone number	01747 870675
Number on roll	114	Fax number	01747 871757
Appropriate authority	The governing body	Chair of governors	Mr Humphrey Southern
Date of previous inspection	16 October 2000	Headteacher	Mrs Beatrice Aldous

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

St John's is a smaller than average primary school in Tisbury, a small village near Salisbury. It was a First school until the autumn of 2003, when it became a primary school. The following year, it had the full age range of pupils. Pupils enter the school with levels of ability often below average. The number of pupils with special educational needs is above average.

There is a very small number of pupils from minority ethnic groups, but all pupils are English speaking.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a sound education for its pupils and there are some good features. Children make a good start in the Reception class and many make good progress towards the expected levels. This is due to the high quality of some of the teaching

Results in 2004 dropped significantly for pupils aged seven and were below national averages. In 2005, results improved from the previous year, particularly in writing and mathematics. The first results this year for eleven-year olds, although falling short of the school's challenging targets, are close to the nationally expected standards. The writing skills of the oldest pupils vary in quality. The pupils achieve well in the Reception class, and satisfactorily in Years 1 to 6. All pupils, whatever their level of ability, make satisfactory progress during their time in the school.

Teaching is satisfactory with some good features. Teachers develop good relationships with pupils, who generally behave well and enjoy school. A small minority of pupils are content just to listen, rather than ask questions. The curriculum is well organised and increasingly exciting as links between subjects develop. Pupils appreciate the good range of extra-curricular activities, such as computer, wildlife and music clubs. The school fosters pupils' personal development strongly. Their spiritual, social, moral and cultural education is well promoted and helps meaningful relationships to exist at all levels. The parents comment very positively upon the care and support the school provides. Attendance rates are just below the national average, partly due to long-term illness of specific pupils and more significantly, because some parents take children on holiday during term time. This affects their progress

The school is led sensitively and conscientiously by the headteacher. The significant changes to the school during its reorganisation have been handled well. The school reviews its work regularly. It analyses strengths and weaker areas, but is not sufficiently rigorous in some of the evaluations, hence the school's view that its effectiveness is good rather than satisfactory. Although there are some exceptions, the most important tasks to drive improvement are not clear or their impact easily measured. The persistent avoidable absence of a few pupils has not been fully tackled. Since the last inspection, the rate of improvement indicates that the school has the capacity to continue improving. The school gives sound value for money.

What the school should do to improve further

- continue to raise standards in writing, particularly for the oldest pupils
- sharpen up the identification of what areas need most improvement, making sure these can be measured and evaluated accurately
- involve parents more in improving attendance.

Achievement and standards

Grade: 3

Children in Reception make good gains in their learning, going some way to make up for their below average starting point. When they start Year 1, about half are close to

reaching the expected standards. Pupils continue to build systematically on this progress, making the expected gains in learning through to Year 6. Standards at the end of Year 2 have varied a little over the past three years but they are generally at, or slightly below, the national average. In the most recent national tests for Year 2, results in writing and mathematics were better than in reading.

The results of the first group of pupils to take the national tests at the end of Year 6 fell slightly short of the challenging targets the school had set itself. The results in writing were low. This is partly reflected in some day-to-day work, where pupils' writing is brief and spelling not always accurate. There were some good examples of writing from the highest attaining pupils. Generally, the standards achieved are close to the national average. Within their daily activities, pupils, including those with learning difficulties, make satisfactory progress in key subjects. There is no significant variation in the progress made by different groups of pupils.

Personal development and well-being

Grade: 2

Children make a good start in the Reception class. Their personal qualities generally develop well. Pupils are happy, sensible and caring to each other. Pupils contribute well to the behaviour rules, often discussed through the school council. A small minority of boys sometimes misbehave in class. Bullying is not a significant issue. Pupils' spiritual, moral, social and cultural education is good. Pupils' multicultural education extends the pupils' horizons beyond their village communities. Links with local charities, visits to places of interest and visitors to the school help pupils develop empathy for others beyond school. Pupils like 'healthy snacks' such as fruit and know certain foods are better for you. Their future economic well-being is aided by gaining sound basic skills and self-confidence. Attendance has fallen to below the national average, caused partly by holiday absence and long-term illness. This affects progress for some pupils.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There are some good features. The teaching in the Reception class develops children's learning well.

Throughout the school, pupils develop confidence and they relate easily to each other. Teachers use their good subject knowledge to plan lessons carefully and ensure that activities meet the wide range of needs and ages. They use a variety of strategies to help pupils remain interested in their work, but some older pupils are too content just to listen. Teachers asked questions of older pupils, but few stretched their thinking. The developing use of audio-visual whiteboards, seen in some activities, is helping to enliven teaching. Teaching assistants make an important contribution to helping those pupils who have learning or behavioural difficulties. Teachers are generally good at keeping track of how well their pupils are doing. Marking is systematic and helpful,

but few comments indicate to pupils if they have improved over time. Homework is used well to complement work in school.

Curriculum and other activities

Grade: 2

The work pupils cover is broad, balanced and interesting. For the youngest children, the activities meet their needs well. There are strong links between subjects which make learning more relevant, particularly in art and science activities. English and mathematics planning has a good focus on developing pupils' basic skills. The work for pupils with learning difficulties is planned systematically and enables them to make satisfactory progress. The provision for religious education is sound and encourages pupils to explore different faiths meaningfully. The school has responded well to health education through well focused healthy eating initiatives and by planning regular physical education.

The school gives pupils a good variety of enrichment activities that help their learning and successfully supports their personal development. They participate enthusiastically in a wide range of out-of-school activities, including successful school clubs. Year 6 visited the local secondary school for a 'Fair Trade' activity. Visitors, and visits further away, add to pupils' experience and, enjoyment, giving them imaginative experiences that help their work in school.

Care, guidance and support

Grade: 3

The school's care of pupils is satisfactory and there are some significant strengths. The inclusion of vulnerable pupils in activities is strong and the pastoral care of individual children is good. The management of behaviour is effective and difficult pupils are helped sensitively. The school ensures pupils learn in a safe environment. Child protection arrangements are in place and are effective. Attendance procedures are satisfactory, but not always sufficiently focused to improve the erratic attendance of a small minority of pupils. The assessment and monitoring of pupils' academic work is satisfactory. All pupils, including those with learning difficulties, are well known to staff. Links with outside agencies are well established and useful. Pupils with learning difficulties have appropriate action plans that are tailored to their needs. Pupils have knowledge of how they might improve day-to-day work through marking and discussion, but their awareness and guidance of longer term areas to target and improve is limited.

Leadership and management

Grade: 3

Leadership and management are satisfactory and there are some good features. The headteacher's vision for the 'new' school has been communicated effectively to colleagues, parents and pupils. The personal development and well-being of pupils is

high profile. Progress since the last inspection has been maintained against the backdrop of significant changes.

The school analyses strengths and weaker areas, but is not sufficiently rigorous in some of the evaluations. The school improvement plan covers the essential aspects and uses information from pupils, parents and governors to decide priorities. It is not sufficiently clear, however, which are the most important issues to address or how well they are achieved. Some aspects such as improving the teachers' use of audio-visual whiteboards are effective.

The school makes satisfactory use of its resources. The provision of laptop computers and audio-visual whiteboards is having a positive effect on pupils' learning. The teaching assistants are well deployed and effective. The school's finances are carefully managed. The governing body discharges its responsibilities with care. It knows the school well and in areas such as finance has a deeper involvement. Its profile in the life and work of the school means that it knows and takes into account the views of parents.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school recently. We enjoyed the visit. Here are some of the things we found out while we were with you:

What we liked most about your school

- The cheerful way you welcome to visitors and are proud of your school.
- The fun activities planned for you.
- The good start that you get in the Reception class.
- Your wildlife, ICT and music clubs, which give you extra things to do.
- Most of you behave well in class and around the school.
- Your active school council, which is liked by many of you.
- The way the headteacher and staff help you develop and stay healthy.
- The school's nice grounds, buildings and well equipped classrooms.

What we have asked the school to do now

- Keep trying to help you become even more confident in your writing.
- Get to know better what the school is really good at and what needs improving the most.
- Make sure a small number of you come to school more regularly.

We hope you continue to work hard and enjoy school.

Yours sincerely,

Kevin Hodge (Lead inspector)