

St John's CofE VA Primary School, Rishworth

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 107553 |
| Local Authority | Calderdale |
| Inspection number | 336908 |
| Inspection dates | 5–6 July 2010 |
| Reporting inspector | Melvyn Hemmings |

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

| | |
|--|--|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 138 |
| Appropriate authority | The governing body |
| Chair | Mrs Jane Shelton |
| Headteacher | Mr Philip Simpson |
| Date of previous school inspection | 26 March 2007 |
| School address | Godly Lane Rishworth Sowerby Bridge HX6 4QR |
| Telephone number | 01422 822596 |
| Fax number | 0 |
| Email address | admin@st-johns-rishworth.calderdale.sch.uk |

| | |
|--------------------------|---------------|
| Age group | 4–11 |
| Inspection dates | 5–6 July 2010 |
| Inspection number | 336908 |

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 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 rates 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 08456 404045, or email 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 documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors who visited 10 lessons or parts of lessons. The inspectors observed five teachers and held discussions with governors, staff, parents and carers and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment information and curricular planning. In addition, 67 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of action taken to raise the attainment of boys, especially in writing
- how well the school has developed the use of assessment so that teaching is more linked to pupils' individual needs
- the way the school has worked to provide pupils with first-hand experience of cultures different to their own.

Information about the school

This below average size primary school has gained a number of awards, including the Activemark, and has achieved Healthy School status. Pupils are taught in five mixed-age classes. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Most pupils are White British. The onsite before- and after-school provision is privately managed and is inspected separately.

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 very happy school where relationships are of the highest order and these help to create a welcoming, nurturing and caring environment. It has many strengths and some outstanding features; these include the effectiveness of safeguarding procedures and the extent to which pupils feel safe. The headteacher's motivational leadership has been central to the school consolidating and making improvements on its good performance at the last inspection. The improved procedures for tracking individual pupil's progress enable leaders to quickly identify any potential underachievement and put intervention programmes in place to provide extra support. Assessment procedures have been strengthened so there is greater emphasis on developing the learning of individual pupils. Staff morale is high and there is a belief in the school's success amongst all involved in its life. Engagement with parents and carers is good, although leaders are keen to improve their involvement in planning for school improvement. Accurate self-evaluation means that leaders have a good understanding of the school's strengths and weaknesses. They plan effectively what the school needs to do to improve further and successfully sustain improvements. Consequently, the capacity for further improvement is good.

Children make a good start in the Early Years Foundation Stage and achieve well. Pupils in Years 1 to 6 continue to achieve well and, by the time they leave, attain above average standards in English, mathematics and science. Actions taken to raise boys' attainment, especially in writing, has proved successful. This action includes, staff training, providing individualised writing targets and more opportunities to write purposefully across the curriculum. As a result, the gap between the performance of boys and girls is closing quickly. Nevertheless, leaders are not complacent and are committed to refining teachers' skills in identifying the specific next steps needed to further improve individual pupil's learning.

Pupils show a great deal of enjoyment in coming to school, which is reflected in their high rate of attendance. Their outstanding behaviour and positive attitudes to learning contribute well to the good progress they make. Pupils are adopting healthy lifestyles in an outstanding manner and have a strong understanding of the importance of eating a balanced diet and taking regular exercise. Teaching has many strengths, though teaching assistants are not always deployed effectively to support pupils' learning. The well-organised curriculum provides imaginative and effective opportunities for learning. Outstanding attention is given to all aspects of care, guidance and support.

What does the school need to do to improve further?

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

- Build on pupils' good achievement, by :
 - further developing teachers' expertise in identifying the specific next steps needed to advance pupils' learning
 - ensuring teaching assistants are always effectively involved in supporting pupils' learning.
- Strengthen leadership and management by involving parents and carers more effectively in planning for school improvement.

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

Pupils tackle their activities enthusiastically, showing much interest and enjoyment in their work. They are attentive, eager to contribute to group and class discussions and appreciative of the views and ideas of others. They particularly enjoy working collaboratively to develop their knowledge and understanding. This was evident in a French lesson for pupils in Years 3 and 4, in which they were learning vocabulary associated with the weather. Pupils have good reading skills and enjoy books. They write confidently using a variety of styles, including poetry, instructional and narrative writing, to express their ideas and to support their work in other subjects. They are adept at using their well-developed mathematical calculation skills to solve real-life number problems. Pupils have a good understanding of key scientific ideas and use information and communication technology competently in a variety of contexts. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the well-targeted extra support they receive.

Pupils are polite and considerate and they appreciate the ideas and views of others. They willingly take on responsibilities, such as being a member of the school council and looking after younger pupils at lunch and break-times. Pupils' cultural development is enhanced by work in geography and religious education and through improved opportunities for first-hand engagement with others from cultural backgrounds different to their own. Pupils contribute well to the local community, such as by their involvement in Ripponden's Children's Day. Pupils say they feel very safe and secure in school. By the time they reach Year 6, they have developed into confident and mature young people, well equipped for their future lives.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers manage lessons well so that pupils are fully engaged in their work and little time is lost. Teachers have good subject knowledge that enables them to explain ideas clearly and confidently. Good planning ensures groups of pupils of different ability are given work that challenges them effectively. This is particularly important as pupils are taught in mixed-age classes. Teachers use marking and discussion well to show pupils how they might improve their work. Pupils are fully involved in assessing how well they are doing and in deciding for themselves what they need to do next to develop their learning further. They say they enjoy lessons because teachers make learning interesting and fun. Teaching assistants are skilled at supporting pupils' learning, particularly those with special educational needs and/or disabilities. Nevertheless, they are not always deployed effectively enough in order for them to promote pupils' learning.

A wide range of extra-curricular activities, including sports and music clubs, enrich the curriculum. Visits to places of educational interest, including a mosque in Halifax, and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. Established links with other organisations meet the needs of pupils who are potentially vulnerable. The school's commitment to providing a variety of good quality sporting experiences is reflected in it gaining the Activemark. The curriculum places strong emphasis on encouraging pupils to make informed choices to adopt healthy lifestyles. This has been recognised by the school gaining Healthy School status. The opportunity for pupils in Year 6 to take part in a residential stay in Whitby makes a positive contribution to their personal and social development.

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

The care and well-being of pupils is at the heart of the school's work and this is much appreciated by parents and carers. The school provides a very safe and welcoming learning environment. Staff are clear about the procedures to follow if they have any concerns about the well-being of a pupil. The support for potentially vulnerable pupils is very well targeted and effectively fosters their learning and development. Transition arrangements are excellent throughout the school and onto secondary school, and contribute very well to pupils' development. Action taken by leaders over the last year has improved pupils' attendance and this is now high. The school gives pupils very clear guidance on matters relating to their personal health and safety. Pupils who have medical needs are supported effectively to ensure their well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders establish ambition and drive improvement well by focusing the school on the right priorities. They motivate staff by communicating high expectations about securing improvement. As a result, teaching is at least good and leaders at all levels are taking effective steps to drive up its quality still further. Governors are fully involved in evaluating the school's performance and influencing its development. Governors and staff have a thorough awareness of safeguarding issues, in particular child protection. The school very effectively integrates issues about safety and safeguarding into the curriculum so that pupils have an excellent understanding of how to keep themselves safe. The school promotes equal opportunity and tackles discrimination well. A good example of this is the way in which leaders took action after identifying that boys were not as engaged in lessons or attaining as well as girls, especially in writing. As a result, boys now enjoy their writing activities and the gap in attainment between them and the girls is narrowing rapidly. Leaders promote community cohesion well in school and this leads to it being a harmonious community, with pupils from different backgrounds getting on well together. There are effective plans that promote engagement with a variety of community groups beyond the school and its immediate environment. The school has a good relationship with parents and carers and keeps them well informed about their children's progress and well-being. Leaders are keen to involve them more fully in promoting school improvement.

These are the grades for leadership and management

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

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

Early Years Foundation Stage

Children make good progress and achieve well, from skills on entry that are generally typical for their age, because teaching and learning are consistently good. Adults work well together to plan activities that are practical and often linked to children's personal experiences. As a result, children are interested and engaged in all that they do. They are encouraged to make decisions for themselves and this contributes positively to their development as independent learners. Relationships between adults and children are excellent, which has a positive impact on the progress children make. The curriculum is enhanced by an interesting range of enrichment activities, such as seasonal walks around the school environment and visits to places such as Halifax. Children work and play happily together, as was observed when they were lost in a world of their own in their role play in the Dentist's Surgery. Children are cared for very well in this calm and happy setting. Good leadership ensures that children's progress is checked well and that their individual needs are met. The leader has rightly identified the need to further develop staff skills in identifying the specific next steps in advancing children's learning, particularly in their knowledge and understanding of the world. Parents and carers say that staff are approachable and keep them informed of their child's progress and how they can support learning at home.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

Just over 48% of parents and carers completed questionnaires. The very large majority of these were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'There is a real feeling of community that makes St John's special.' and, 'My children really enjoy going to St John's and they love to learn as their teachers make lessons fun and interactive.' A very small minority of parents and carers did not agree that the school met their children's particular needs. Inspectors judge that pupils' particular needs are met well. A few did not agree that the school helped them to support their children's learning. Inspection evidence does not support this view.

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 VA Primary School, Rishworth 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 inspector received 67 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 52 | 78 | 14 | 21 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 56 | 84 | 11 | 16 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 45 | 67 | 19 | 28 | 3 | 4 | 0 | 0 |
| My child is making enough progress at this school | 47 | 70 | 15 | 22 | 4 | 6 | 1 | 1 |
| The teaching is good at this school | 48 | 72 | 17 | 25 | 2 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 38 | 57 | 22 | 33 | 6 | 9 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 41 | 61 | 22 | 33 | 4 | 6 | 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) | 35 | 52 | 23 | 34 | 5 | 7 | 0 | 0 |
| The school meets my child's particular needs | 38 | 57 | 23 | 34 | 5 | 7 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 39 | 58 | 24 | 36 | 2 | 3 | 1 | 1 |
| The school takes account of my suggestions and concerns | 32 | 48 | 28 | 42 | 4 | 6 | 1 | 1 |
| The school is led and managed effectively | 43 | 64 | 20 | 30 | 3 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 46 | 69 | 17 | 25 | 3 | 4 | 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 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 | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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 July 2010

Dear Pupils

Inspection of St John's CofE VA Primary School, Rishworth, HX6 4QR

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that:

- you go to a good school that helps you to achieve well
- adults look after you very well and make sure you are safe in and around school and on visits
- many of you take part in the wide range of extra-curricular activities
- your behaviour is exemplary and you really enjoy going to school
- in your questionnaires, you say you learn a lot at school and adults explain how you could improve your work
- you are adopting healthy lifestyles in an outstanding way and have a very good understanding of how to stay safe
- the headteacher, staff and governors are working hard to help you do even better.

What we have asked your school to do now is to:

- build on your good achievement by further developing teachers' skills in identifying what you need to do next to improve and making sure teaching assistants are always fully involved in supporting your learning.
- involve your parents and carers effectively in helping the school to improve further.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.