

St Mary and John Church of England Primary School

Inspection report

Unique reference number	123213
Local authority	Oxfordshire
Inspection number	385389
Inspection dates	8–9 February 2012
Lead inspector	Daniel Towl HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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	406
Appropriate authority	The governing body
Chair	Petronella Spivey
Headteacher	Liz Burton
Date of previous school inspection	24–25 November 2010
School address	Meadow Lane Oxford OX4 1TJ
Telephone number	01865 723841
Fax number	01865 251388
Email address	office.3834@ssmj.oxon.sch.uk

Age group	4–11
Inspection date(s)	8–9 February 2012
Inspection number	385389



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.

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, or look for the link on the main Ofsted website: 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 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Daniel Towl

Her Majesty's Inspector

Lynn Lowery

Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection and observed the school's work. Inspectors observed 20 lessons or parts of lessons and saw 14 teachers. Meetings were held with senior leaders, staff, pupils, members of the governing body, parents and carers and a representative of the local authority. Inspectors also considered senior leaders' self-evaluation of the school, monitoring records and information about pupils' progress. They scrutinised pupils' workbooks and school documents and policies.

Information about the school

St Mary and St John Church of England Primary School is a larger-than-average school. The school has two main sites, one for Key Stage 1 pupils and the other for Key Stage 2. Reception children, although on the school's roll, are taught in an Early Years Foundation Stage provision adjacent to the school. This provision, Comper Foundation Stage School, was recently inspected separately under section 5 of the Education Act 2005. It is not managed by the school's governing body. However, lessons in the Early Years Foundation Stage provision, which included children on the school's roll, were observed during this inspection.

The school has a higher-than-average proportion of pupils from minority ethnic backgrounds and a higher-than-average proportion of pupils speak English as an additional language. The largest minority group consists of pupils from Pakistani backgrounds. The proportion of pupils who have a statement of special educational needs is average. The proportion of pupils who are disabled or who have special educational needs is around the national average. The school meets the current floor standard.

This inspection was the third visit since the school became subject to special measures following the inspection in November 2010.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures.

- This is a good school. It has improved rapidly since it was placed in special measures. The headteacher, senior leaders and all staff have driven forward improvements with clear ambition and diligence.
- Pupils now make good progress overall and achieve well, both in their academic studies and in their personal development. Year 6 pupils, who left in 2011, made significantly better than average progress in English and mathematics. There are some parts of the school where pupils’ progress is less good, but senior leaders are very aware of this and prompt action is being taken.
- Pupils who speak English as an additional language make good progress and achieve well. The achievement of Pakistani pupils, previously a cause for concern, has improved. These pupils are now making good progress and attaining levels that are broadly in line with their peers nationally.
- Teaching is mostly good and improving. Senior leaders regularly monitor teaching and identify areas for improvement. These are acted upon, although the follow-up checks on teachers’ agreed targets are not always carried out soon enough. In some lessons, where teaching remains no more than satisfactory, teachers do not make the most of the planned activities to promote good learning because tasks are not adequately thought through or managed effectively.
- Attendance is high and behaviour is good. Pupils get on well with each other and are aware of what is expected of them. Incidents of serious misbehaviour, bullying or racism are rare.

What does the school need to do to improve further?

- Improve pupils’ progress in English and mathematics so that it is consistently good across the school.
- Quickly improve the quality of teaching so that it is all at least good by:

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

- ensuring that all lessons have carefully thought-through tasks which promote effective learning at a good pace and which suitably challenge pupils of all abilities
- speeding up the monitoring of teaching so that any targets for improvement are evaluated within shorter timescales.
- Develop pupils' strategies to help them spell with more accuracy in Key Stage 2.

Main report

Achievement of pupils

Most pupils in Key Stage 1 and Key Stage 2 learn effectively in their lessons, make good progress and reach above-average levels in reading and writing. In Key Stage 1, pupils exceed the expected levels in mathematics and in Key Stage 2 their attainment is broadly in line with what is expected. There is a small legacy of underachievement in Key Stage 2, but careful monitoring and targeted teaching are rectifying this issue. The school's Reception children make good progress and achieve well, especially in their problem solving, reasoning and number knowledge. Achievement in Reception is improving, especially children's language development.

Pupils make consistently good progress in reading. Throughout the school they develop good reading skills from an early age and reach levels that are well above average in Key Stage 1. Pupils in Year 1 use their knowledge of letter sounds effectively to read words and are able to make predictions about what might happen next. Pupils in Year 6 read confidently. They pay attention to punctuation, read with expression and use the context of sentences to tackle less familiar words. Pupils write confidently and make good progress because skills are taught systematically and topics for writing are interesting. Pupils use their writing skills effectively across the curriculum, although they are not always careful enough with their spelling.

Pupils who speak English as an additional language make good progress overall in literacy and numeracy. Disabled pupils and those with special educational needs make good and sometimes outstanding progress. They engage effectively with their tasks in whole-class and group activities. Additional support for these pupils is well organised and their progress is carefully monitored. Pupils from Pakistani backgrounds are now making the progress expected of them, achieving levels that are commensurate with their peers nationally.

Quality of teaching

Teaching is improving. It is now of more consistent quality across the school and most is good; senior leaders' own rigorous monitoring shows that some is now outstanding. However, some teaching is still no more than satisfactory, although inspectors did not observe any that was inadequate. Pupils enjoy their lessons and say their teachers are helpful, especially when they are stuck on their work.

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

Teachers are well prepared. There is usually a good balance of whole-class and independent activities for pupils. Teachers have high expectations of behaviour and this means that pupils pay attention to what is going on. Teachers give good opportunities for pupils to answer questions and discuss ideas with each other. They plan activities which interest pupils. This is particularly true in helping pupils to develop their writing skills. One class was thoroughly engaged in writing about a 'robot teacher'. Pupils' interest and skills had been built up over a number of sessions leading to a point where they were able to write their stories successfully with enthusiasm and enjoyment, demonstrating an ability to write interesting and descriptive sentences.

In almost all lessons teachers plan a range of tasks to suit pupils' abilities. In the best of these, pupils are challenged to extend their understanding, for example when older pupils worked on activities involving translating and rotating shapes using coordinates. There are some occasions when teachers plan tasks which have the potential to take learning forward but which are not thought through carefully enough or managed wisely. This limits learning so that pupils make satisfactory rather than good progress and the level of challenge is not sustained for all pupils. Teachers regularly mark pupils' work. In the best examples, teachers explain clearly what pupils might do next to improve and pupils respond to the feedback.

The teaching of, and support for, pupils who require additional help are effective and teaching assistants make an important contribution to these aspects of the school's work. A range of strategies is used to support pupils. The outcomes of this additional support are carefully monitored and strategies adapted to suit individual needs. This means that pupils who are most at risk of falling behind learn effectively.

Lessons provide good opportunities for pupils to work together and share ideas in an environment where individual contributions are respected. Pupils mostly get on well together in pairs and groups. This contributes effectively to their moral and social development and enables them to develop self-esteem. Classrooms have a good climate for learning. The governing body's own survey and comments made to inspectors show that parents are happy with the way their children are learning.

Behaviour and safety of pupils

Pupils behave well and this supports good learning. Pupils conduct themselves safely around the school site and their behaviour in whole-school activities, for example in assembly, is exemplary. Pupils work together well and help each other in lessons. Discussions with parents, carers and pupils show how much they all value the very diverse community of different backgrounds and faiths which makes up the school population.

Pupils, parents and carers say that there are very few incidents of poor behaviour or bullying and inspectors observed no poor behaviour. Pupils are courteous and in lessons they respect each other's views and ideas. Pupils are aware of how to keep

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

themselves safe and are alert to matters of internet safety. Senior leaders have had a concerted and successful focus on raising attendance which is now high.

Leadership and management

Since the last inspection, significant improvements have been made in teaching, the monitoring of pupils' progress and attendance. At the same time, standards have risen, especially for those who are most at risk of falling behind. The key driver of improvement in the school has been the ambition of the headteacher to establish good-quality teaching across the school. The headteacher has been supported very effectively by the other senior leaders who now have a strong common purpose and are very clear about their roles and responsibilities in improving the quality of education. This means that the school has a good foundation from which to improve further.

The school's self-evaluation is accurate and where weaknesses are identified plans are put in place to rectify them. Teaching is regularly monitored, although the timescale for checking on improvement targets is rather too long. An appropriate range of professional development has helped to develop teachers' skills. Senior leaders are very aware of the different groups of pupils and how they are performing. Strategies to support vulnerable pupils are well organised and gaps between their performance and similar national groups are closing quickly.

The school has a strong sense of community. Comments from parents, carers and pupils support this view. Pupils from all backgrounds get on well with each other. The planned curriculum enables pupils to learn effectively about other cultures and faiths. Despite senior leaders' drive to raise pupils' achievements in English and mathematics, the curriculum remains broad and balanced and successfully enables pupils to develop their broader creative skills and aesthetic awareness. Teachers successfully link different aspects of the curriculum to bring coherence to pupils' learning. Especially effective are the links made to improve and give purpose to writing.

The governing body works effectively with senior leaders and meets its statutory duties. Governors are suitably challenging and make sure that the school improvement plans remain on track. They have successfully engaged with parents and carers to establish their views and ideas. Arrangements to safeguard pupils meet requirements.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



10 February 2012

Dear Pupils

**Inspection of St Mary and St John Church of England Primary School,
Oxford OX4 1TJ**

Dear Pupils

Thank you for your help during the inspection. We judged that your school is providing you with a good education. The headteacher and staff have worked hard to improve the school and it no longer requires special measures.

You told us that you thought your teachers were good and we agree with you. Most of your lessons are good. You behave well, have good attitudes and work hard. This helps you to make good progress. We were very pleased that pupils from all backgrounds are doing equally well. Your attendance has improved. This is very important because it means that you do not miss lessons.

There are still some lessons which are no more than satisfactory. We have asked the headteacher to check that the activities in all lessons are helping you to make good progress and that any changes needed in teaching are made quickly.

We could see that you are making good progress with your reading and writing. You could help to improve your writing even more by making sure that you check your spelling carefully, especially in Years 3 to 6.

Yours sincerely

Daniel Towl
Her Majesty's 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 **0300 123 4234, or email enquiries@ofsted.gov.uk.**