

Canon Johnson CofE Primary School

Inspection report

Unique Reference Number	106243
Local Authority	Tameside
Inspection number	355913
Inspection dates	8–9 November 2010
Reporting inspector	Brian Dower

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Mr Tom Wragg
Headteacher	Mrs Susan Warburton
Date of previous school inspection	22 October 2007
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Introduction

The inspection was carried out by two additional inspectors. They visited 12 lessons and observed the work of 10 teachers. Meetings were held with groups of pupils, staff, the Chair of the Governing Body and a representative of the local authority. Inspectors observed the school's work, and looked at a range of documentation, including pupils' books, monitoring and assessment records, school improvement planning and curriculum and lesson plans. Thirty-five completed questionnaire returns from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' ability to write well for different purposes.
- How effectively managed are the small number of pupils with behavioural difficulties.
- Whether learning activities are suitably challenging for all groups.
- The monitoring of progress in lessons and whether oral guidance and marking inform pupils on how to improve.
- How effectively teaching assistants are deployed to support pupils in their learning.

Information about the school

This primary school is similar in size to others of the same type. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils with special educational needs and/or disabilities is average. Most pupils are White British; a few are from minority ethnic backgrounds. The school has a number of awards, including Healthy School status and Activemark. There is an after-school club on the school site, which is not managed by the governing body. It receives a separate inspection and the report is available on the Ofsted website.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. Attainment is average and pupils' progress and their achievement are satisfactory from starting points that are average at the beginning of Year 1. There is an improving trend in many areas of the school's work, especially in the care and support given to pupils and in the relevance of the curriculum to their needs.

Pupils say they feel safe in school and that there is never any bullying or intimidation, only friends falling out, saying sorry and then getting on together again. They have a good understanding of how to stay fit and well by eating healthy lunches and taking plenty of exercise. The older pupils undertake a wide range of responsibilities in school, including helping to support the younger ones, taking leading roles in assemblies and welcoming visitors to the school. All pupils are involved in local community activities in some way and there are links with other schools in this country and abroad. Pupils put forward their views on how teaching can be improved to help their learning and these are listened to and acted upon. They have, for example, chosen their own areas for research in topic work and they have pushed successfully for more practical, problem-solving activities in mathematics.

Pupils know right from wrong and they have a good awareness for their age of cultural and faith diversity. Christian values and respect for individual differences pervade this harmonious working community. Pupils' social, moral, spiritual and cultural development is good. They have good personal qualities and satisfactory basic skills to help them make the most of the next stage in their education.

Self-evaluation is accurate. The school rightly identifies, and inspection evidence confirms, that there are areas of teaching and learning that need to be strengthened.

Pupils do not have individual improvement targets to raise help raise attainment further. At times, pupils spend too much time listening to the teacher at the expense of working independently and there are occasions when they have too little time to reflect on and consolidate their learning. A minority of pupils lack the ability to present their work logically and clearly.

The school's capacity to improve is good. This is because there have been significant recent improvements in attainment in several areas of learning, pupils' behaviour has improved markedly since the previous inspection, attendance rates are average and rising, staff morale is high and there is a drive to speed pupils' progress further.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - providing more time in lessons for pupils to reflect on their learning

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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- giving pupils individual improvement targets to help raise attainment
- ensuring work is presented clearly and logically and that it is always completed
- reducing the time pupils spend listening to the teacher and extending opportunities for them to be actively engaged in the learning process.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their work and talk enthusiastically about the many activities they are involved in outside of lessons. Achievement is satisfactory. Current overall progress and the quality and pace of learning are satisfactory for all groups, including those pupils with special educational needs and/or disabilities and those pupils from minority ethnic backgrounds. Pupils work and socialise well together. They learn independently without constant guidance. Behaviour is good and pupils are supportive and considerate of each other. There is a very small minority of pupils who find difficulty adjusting to school routines but they are managed well. Attendance rates are average, but improving in response to the school's stronger approach to ensuring regular attendance. The success of this can be seen in the significant reduction in the number of persistent absentees over the last year.

Attainment is broadly average. There was a marked rise in attainment this year in Key Stage 1 in reading, writing and mathematics. There was also a significant rise in attainment in English at the end of Key Stage 2, especially at the higher Level 5, and in the quality of boys' writing. Overall attainment in the subject rose and is now close to average and progress continues to improve. Key Stage 2 attainment in mathematics and science has been consistently average over the last three years. However, presentation skills were lacking in a minority of the books seen and there was evidence of incomplete work not being followed up. Pupils have satisfactory literacy, numeracy, and information and communication technology skills. They are confident and articulate and are prepared for the next stage in their education.

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 pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers provide suitably challenging learning activities for all groups. Their supportive and caring approach underpins the good working relationships seen in all lessons. Improvements in questioning skills and in the deployment of the teaching assistants are factors contributing to the recent rise in attainment. Marking is regular and supportive but the advice given on how to improve lacks precision. This is because individual improvement targets are not used for assessing how well a pupil is doing. There is no planned, consistent approach to guiding pupils on how to present their work clearly, logically and attractively. In a small minority of lessons pupils spend too much time listening to the teacher before getting down to independent or group working. Occasionally, insufficient time is given in lessons for reflection on and consolidation of learning.

The curriculum is planned well to meet the learning needs of all groups, particularly in terms of the pupils' personal development and their enjoyment of school. There is a high take-up in the wide range of extra-curricular activities. Pupils are enthusiastic about topic work because they work independently on their own ideas. Effective care and guidance are underpinned by shared values and a well-planned personal, social and health education programme. The positive ethos of care and support for all pupils ensures that barriers to learning are successfully broken down.

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 quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels are ambitious for the school's success and work hard to drive improvements. The rise in attainment at Key Stage 1 and in English at Key Stage 2 testifies to the ability of all staff to tackle areas of weakness. They are well led in this by an experienced and highly capable headteacher. The governing body is effective. Governors know the school well, provide encouragement and support, monitor performance closely and ask pertinent questions. There are appropriate systems in place for tracking progress and addressing weaknesses, thus ensuring equality of opportunity for all. As a result, there has been sustained improvement in the performance of particular groups, for example, those pupils who are potentially vulnerable in terms of their emotional and social needs and those boys who found writing difficult.

The school has evaluated the impact it is having on the local and wider communities, particularly in helping parents and carers to support their children's education. There are appropriate plans in the school's equality and community cohesion policy to strengthen and extend the already good links with local social, cultural and sporting groups. Forward planning for pupils' academic and personal development is good and appropriate priorities are in place to speed the rate of progress. Safeguarding procedures are well established and safe working is evident in daily routines. The school gives satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Although attainment on entry to the school varies, children's skills and knowledge are below the level expected for their age, particularly in their language development. They settle quickly and soon feel safe and secure because of good induction arrangements and close links with parents and carers. The warm, welcoming and attractive learning environment and the commitment of all staff to the children's safety and welfare underpin the good progress most children make. Indoor and outdoor activities are appropriately balanced and children have ample opportunities to explore and learn independently. They take responsibility for small tasks and so grow in self-confidence. The children learn to share toys and resources and to understand that others have needs and feelings as well as themselves. The Early Years Foundation Stage is well led, particularly in the use of rigorous and accurate assessments to tailor the curriculum and teaching approaches to the children's developing and changing needs. By the time they start in Year 1 their overall attainment is broadly average, although their writing and general communication skills are less well developed.

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	2

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

Stage	
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Views of parents and carers

A small minority of parents and carers submitted completed questionnaire returns. Of these, almost all were entirely supportive of the school and expressed appreciation of all the school does for their children. A few of these returns recorded a concern that unacceptable behaviour was not managed effectively. Inspectors looked at behaviour in lessons and around the school, they spoke to pupils and they examined the school's incident logs. They found that behaviour is good and that the very few pupils who find school routines difficult to adapt to are managed well and do not disrupt the learning of others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canon Johnson CofE Primary School 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 inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	66	12	34	0	0	0	0
The school keeps my child safe	20	57	13	37	1	3	1	3
My school informs me about my child's progress	19	54	13	37	1	3	1	3
My child is making enough progress at this school	20	57	14	40	0	0	1	3
The teaching is good at this school	16	46	16	46	2	6	0	0
The school helps me to support my child's learning	16	46	16	46	1	3	0	0
The school helps my child to have a healthy lifestyle	16	46	17	49	1	3	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)	15	43	16	46	0	0	1	3
The school meets my child's particular needs	19	54	14	40	1	3	0	0
The school deals effectively with unacceptable behaviour	17	49	14	40	2	6	1	3
The school takes account of my suggestions and concerns	17	49	14	40	2	6	0	0
The school is led and managed effectively	18	51	14	40	1	3	1	3
Overall, I am happy with my child's experience at this school	22	63	11	31	0	0	1	3

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



10 November 2010

Dear Pupils

Inspection of Canon Johnson CofE Primary School, Ashton-Under-Lyne, OL7 9DD

Thank you for the warm welcome we received when we visited your school. We enjoyed the two days we spent with you and only wish we had had more time to see all the interesting things you are doing.

Your school is providing you with a satisfactory standard of education. Your work is improving, particularly in your writing. You have good personal qualities, you work hard and you all get on well together. Many of you spoke to us about how much you enjoy school and you told us that the teachers and the assistants are always there to help you. You behave well. You make a significant contribution to helping your school improve by suggesting ways that will help you in your learning and these are acted upon.

There are always things to do to make any school even better than it is. We have asked that the minority of pupils who find it difficult to present their work well are given more help with this. Sometimes you spend a long time listening to explanations and instructions before starting learning activities and occasionally you do not have enough time to think about what you have been learning. We have therefore asked that there be a better use of time in lessons. You have group improvement targets to help you make your work better. We have asked that you be given targets which are individual to you.

The children in the Early Years Foundation Stage settle quickly and learn a great deal. They work and play well together. Please talk to them about how impressed we were with their hard work and the good progress they are making.

Thank you to those of you who spoke to us about your school. You made a valuable contribution to the inspection. Our best wishes to you all.

Yours sincerely

Mr Brian Dower

Lead inspector

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