

St John and St James CofE Primary School

Inspection report

Unique Reference Number	102032
Local Authority	Enfield
Inspection number	355115
Inspection dates	10–11 February 2011
Reporting inspector	Emma Aylesbury

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	295
Appropriate authority	The governing body
Chair	Gloria Powell
Headteacher	Heather Knightley
Date of previous school inspection	1 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons taught by 12 teachers. They had meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans, school policies and analysed 52 parental questionnaires as well as staff and pupil questionnaires.

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

- The impact of the school's actions to raise attainment at Key Stage 2 and to eliminate any significant variations between girls and boys in English and mathematics.
- The effectiveness of teachers' use of assessment data to ensure that all pupils make equal progress, including more-able pupils and those with special educational needs and/or disabilities.
- The impact of leaders, including governors, in driving improvements, and to investigate whether the school has at least a satisfactory capacity for sustained improvement.

Information about the school

St John and St James Church of England Primary School is an average-sized school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is also above the national average with those from Black Caribbean and Black African heritages being the largest groups. An above-average proportion of pupils are at the early stages of learning English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is well above average. However the number of pupils with a statement of special educational needs is broadly average. The school has gained the Healthy Schools Award.

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

3

Main findings

St John and St James C of E Primary School provides a satisfactory quality of education. The headteacher has a clear vision for the future development of the school. She is enthusiastically supported by her senior team and effective governing body. The school has good links with the local community, particularly with its partner secondary schools and the local church. The school instils in its pupils a sense of purpose and self-belief; as one pupil said, 'We learn a lot and like listening to our teachers.'

In this welcoming, harmonious community, pupils are happy, feel safe, behave well and are respectful of the views of each another. They have a good appreciation as to what constitutes a healthy lifestyle and the benefits of healthy eating and participation in sporting activities. The partnership with parents and other agencies is strong and underpins and supports the school's good levels of care, guidance and support. Pastoral care is a strength of the school; consequently pupils' personal development, attitudes to learning and behaviour are good.

Pupils make satisfactory progress and achieve average standards by the end of Year 6. Attainment in English and mathematics has fluctuated and too few pupils are working at the higher levels. As a result more-able pupils do not always make the progress they are capable of. Recently the school has made a concerted effort to boost pupils' achievement. Systems for monitoring and tracking pupils' progress are in place, but assessments are not yet consistently used across the school to fully increase the rate at which pupils learn. However school data show that the performance of boys is now beginning to match that of girls in English and mathematics. Senior leaders have a clear view of the school's performance and they acknowledge that pupils' progress needs to accelerate further.

Teaching and learning are satisfactory. While pupils' work is marked regularly, it does not always give them a clear direction on how to improve. Opportunities for sharing good practice between staff in order to raise the quality of teaching are underdeveloped.

Senior leaders know the strengths and weaknesses of the school and are keen to move the school forward. They have begun to monitor pupils' progress more robustly, with governors effectively holding the school to account for its performance. Also, subject leaders have begun to develop their roles in monitoring their subjects but this needs further extending in order to be fully effective. Although senior leaders monitor teaching, feedback is often not focused sharply enough on how to improve pupils' learning. Since the last inspection pupils' progress has begun to accelerate, especially the progress of boys. The effective governing body and accurate self-evaluation indicate that the school has sound capacity for sustained improvement.

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 get on well together in this warm caring environment. They are involved in community activities and local events. The school's promotion of community cohesion is good.

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.

What does the school need to do to improve further?

- Accelerate pupils' progress and improve the quality of learning in lessons to raise attainment, particularly in mathematics and English for all groups of pupils by:
 - making sure that the system for monitoring pupils' progress is used consistently across the school to identify and address any underachievement
 - ensuring teachers' marking is clearly focused on the next steps
 - setting and reviewing targets periodically so pupils have an understanding of how to improve.
- Improve the quality of teaching, so it is consistently good by:
 - developing and extending the skills of leaders and managers to provide more sharply focused feedback at all levels
 - extending the capacity of the subject leaders in order to drive improvements in their subjects.

Outcomes for individuals and groups of pupils

3

Pupils say they really enjoy school. All ages have positive attitudes to learning and work hard in most subjects. In one challenging lesson, Year 2 demonstrated their linguistic ability by speaking simple words in French. Similarly, in a Year 5 science lesson pupils thoroughly enjoyed developing their understanding of circuits. Then in a class discussion they chose appropriate descriptive language to describe the experiment.

A new intervention programme for teaching literacy is helping to boost progress in writing, but it is still too early to see the full impact of this initiative. From broadly average starting points, pupils make sound progress. Achievement and learning are satisfactory for all groups of pupils, including those with special educational needs and/or disabilities as well as those who speak English as an additional language. This is as a result of the effective one-to-one tuition they receive.

Pupils know how to behave well, are caring towards each other and know the difference between right and wrong. They have a good involvement in the local community. For example, the strong links with the church have had a positive impact on pupils' good spiritual, moral, social and cultural development. Pupils demonstrate a good awareness of social responsibility by raising money for charities such as Lepra.

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?

While teaching is satisfactory overall, in the better lessons teachers plan activities to meet the needs of all groups of pupils, the purpose of the lesson is made clear and subject knowledge is strong. As a result pupils know what is expected of them, are becoming independent learners and can reflect on their progress. However this practice is not consistent enough to ensure pupils make good progress. ♦ Also, marking and target setting do not always help pupils to understand what they have to learn next and how they can improve their work.

The sound curriculum meets the needs of learners; however, it does not yet consistently link subjects together to develop rich learning opportunities across the curriculum. The recently introduced setting arrangements for the core subjects have some advantages, for example giving small group support to all pupils. The displays in classrooms capture and respond to pupils' interests well. There are some interesting enrichment activities before and after school, which help to extend pupils' experiences and interests, such as the breakfast and after school club. However the overall range of activities is limited.

The relationships in school between staff and pupils are good and pupils say that they receive lots of help from teachers. The school has good links with outside agencies, such as counsellors to support all pupils and their families very well.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team provides a strong vision for the school and members of the governing body are fully supportive of its aims. For example they have been particularly effective in overseeing the building programme. Governors have a good understanding of the school's strengths and weaknesses and are increasingly confident in holding the school to account with regard to pupils' performance in national tests.

Plans for further improvement around developing the role of subject leaders to increase accountability and to raise attainment are in place, although they are not yet rigorously evaluated. Staff work closely together, enabling subject leaders to have an overview of teaching and learning. However there remain few opportunities for staff to share expertise and knowledge to influence practice in the classroom. Community cohesion is good and is well promoted at school and local level, but the school acknowledges that it needs to help pupils gain a deeper appreciation of what it means to be a citizen in the United Kingdom. The school has a strong commitment to ensuring that every pupil has an equal chance to learn. This is shown by the commitment to offering all Year 6 pupils opportunities to learn in smaller groups for literacy. Safeguarding procedures are good and meet all statutory requirements. There are effective systems in place for child protection and to support pupils whose circumstances make them vulnerable. Staff have promoted good partnerships between school, the local community, church and home. As a result this has established good parental involvement in their children's learning.

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 leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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

Children enter the Reception Year with a range of skills, which are broadly at those levels expected for their age, although weaker in communication and language, particularly boys. Children make satisfactory progress and by the end of Reception they attain levels broadly in line with the national average. They make most gains in their language development because of the strong focus on linking letters and sounds. This was demonstrated in a lesson for a group of children who took the opportunity to improve their language skills by discussing the choice of design and shape of their lanterns.

The indoor classrooms and corridors are enhanced by the vibrant cultural displays, such as those to celebrate Chinese New Year. Children's progress is monitored carefully by trained teachers and nursery nurses. However, planning is not always consistent across Reception to allow children to progress at a faster pace. The children have focused group sessions with an adult, but are free at other times, to choose from a range of activities to develop and practise their newly acquired skills. Welfare arrangements are satisfactory. Good links with parents and carers encourage them to be partners in their children's learning. Effective induction procedures aid the children to settle in quickly.

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	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A low proportion of parents and carers returned questionnaires. The large majority of respondents are supportive of the school and believe their children are kept safe and taught well. The school's own recent surveys of parents' and carers' views were similarly positive.

A few parents and carers raised concerns about the way unacceptable behaviour is dealt with and how well the school prepares their children for the next stage of their education. In discussing these issues with senior staff, they identified that these areas will need to be strengthened. Parents and carers also expressed concerns around the progress that their children made and how the school met their children's needs and supported parents and carers in their involvement in their children's education. The inspection found that all groups of pupils made satisfactory progress and that the school generally worked well with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John and St James Church of England 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	54	19	37	4	8	1	2
The school keeps my child safe	26	50	25	48	0	0	0	0
My school informs me about my child's progress	23	44	23	44	5	10	1	2
My child is making enough progress at this school	19	37	20	38	11	21	2	4
The teaching is good at this school	19	37	23	44	6	12	0	0
The school helps me to support my child's learning	18	35	21	40	9	17	1	2
The school helps my child to have a healthy lifestyle	18	35	29	56	4	8	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)	10	19	29	56	5	10	1	2
The school meets my child's particular needs	14	27	22	42	8	15	4	8
The school deals effectively with unacceptable behaviour	12	23	27	52	6	12	7	13
The school takes account of my suggestions and concerns	15	29	19	37	7	13	5	10
The school is led and managed effectively	20	38	18	35	8	15	4	8
Overall, I am happy with my child's experience at this school	19	37	24	46	6	12	2	4

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



14 February 2011

Dear Pupils

**Inspection of St John and St James Church of England Primary School,
Edmonton N18 2TL**

Thank you for your very warm welcome when my colleagues and I inspected your school. We really enjoyed our time with you and appreciate all the help you gave to us. I am grateful to those of you who completed a questionnaire. Many of your parents wrote to say how pleased they are with the school.

You attend a satisfactory school, which is a happy one. It provides you with a satisfactory standard of education and promotes good personal well-being. You behave well both in lessons and at playtime. You are pleased with your school and feel your teachers do a good job. The staff make your school a safe and caring place.

You are all keen to learn and work hard. So that you can learn at a faster rate I have asked your headteacher and teachers to:

- ensure that everyone makes consistently good progress in mathematics and English in all year groups so that you reach higher standards by the end of Year 6
- make sure that your work is marked in a way that helps you to understand what you have to learn next in your lessons and how to improve your work
- make sure that all your lessons are good by carefully checking on the teaching in classes so that you learn at a quicker rate.

You can continue to help by attending school regularly, behaving well and being ready to learn. Thank you once again for your time. I wish you good luck for the future.

Yours sincerely

Emma Aylesbury

Lead inspector

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