

St John's CE Primary School, Tisbury

Inspection report

Unique Reference Number	126388
Local Authority	Wiltshire
Inspection number	381222
Inspection dates	2-3 November 2011
Reporting inspector	Jenny Batelen

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Jane Bacon
Headteacher	Lee Chandler
Date of previous school inspection	25 March 2009
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning five lessons, taught by four teachers. They held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work, and looked at documents including the school development plan, arrangements to safeguard and look after pupils and records of pupils' progress. Inspectors also analysed questionnaires from staff, pupils and 67 parents and carers.

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

- Inspectors looked at teaching and learning across the school and how this contributes to good achievement for all pupils.
- They explored how involved pupils are in making decisions about their learning and their school.
- Inspectors considered how the senior leaders and the governing body monitor and review the progress of the work of the school and give strategic leadership.

Information about the school

This is a smaller than average-sized primary school. While most pupils are from a White British background, there are a very small number of pupils from a wide range of other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils identified with special educational needs and/or disabilities is average and these include a range of moderate learning needs. The proportion of pupils with statements of educational needs is higher than average and includes pupils with specific learning difficulties. Pupils in Key Stage 1 and 2 are organised in mixed-age classes. The school has achieved National Healthy School status, National Activemark and the National Eco bronze award.

Tisbury Pre-school and Tisbury Children's Centre are located on the same site but not managed by the governing body and so are 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

Pupils love coming to St John's CE Primary with its exciting learning environment, developed since the previous inspection. 'Belong, Imagine, Achieve' is the school motto and pupils described the school as 'an enchanted school where we can use our imaginations'. Pupils behave well in lessons and around school. They feel safe because, as one pupil said, 'everyone cares for each other'. Parents and carers are very positive about the school and the changes made to the environment, resulting in pupils who want to come to school and learn. 'My child is learning and achieving and is stimulated and inspired' is representative of the many positive comments from parents and carers.

Thorough induction procedures ensure that children in the Early Years Foundation Stage make a happy and confident start to school. When pupils leave the school at the end of Year 6, their attainment is broadly average. Progress for most pupils, including those with special educational needs and/or disabilities, is good, particularly in English. This is because of the very careful tracking of each pupil's progress and planned, targeted interventions that are put in place to support particular learning needs of individuals and of groups of pupils.

The large majority of teaching and learning is good across the school, including in the mixed-age classes, and there are some elements of outstanding practice. In the better lessons pupils are able to decide for themselves if they have succeeded in their task. Marking is clear usually about how successful pupils have been in meeting the learning objective for each lesson and there are opportunities for pupils to assess their own work and respond to the marking comments, but this is not consistent across all classes. As a result, not all pupils are yet able to take fully understand what they need to do next to improve their work. The school recognises the need to further develop the skills of all teachers so as to ensure consistency at all times. Clear individual targets are set for pupils in reading and writing which means that pupils know what they are aiming to achieve over a period of time. However, currently, no targets are set for mathematics. There are strong cross-curricular links made in all lessons and the planning responds to pupils' interests and enthusiasm for what they are learning. Confident use is made of information and communication technology across a range of subjects.

The headteacher, staff and governing body work closely together. Leadership responsibilities are shared across all staff, although the opportunities for developing teaching skills through observing and sharing with their peers are currently limited. Regular monitoring of achievement means that there is ongoing evaluation of the

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effectiveness of the school and a realistic view of its strengths and challenges. There are clear, accurate priorities for improvement based on raising attainment. The school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment in English and mathematics to be consistently above average by ensuring that all pupils:
 - have a clear understanding and ownership of the learning objective for each lesson
 - are able to judge their progress towards the learning objectives and what they must do to improve
 - have a challenging target for mathematics.
- Develop teaching skills further by enabling teachers to share in and observe teaching and learning in other year groups and other schools.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good. Careful planning and the use of innovative resources ensure that most pupils make good progress. This was apparent in an English lesson when pupils were developing their skills of writing persuasive texts. Jigsaw pieces revealed the devices they knew and could already use and there was excitement and anticipation as the sparkly envelope that revealed the next device. The resulting written work showed pupils' confidence in writing leaflets to persuade people to visit Tisbury. They were keen to know what the next 'jigsaw piece' would be and so be able to use further devices in their writing.

Pupils with special educational needs and/or disabilities are supported to understand their tasks, but also encouraged to work independently. Higher-attaining pupils respond well to the challenges presented to them.

Pupils have a good understanding of how to keep themselves safe, particularly when using information and communication technology. Pupils say they have no concern about bullying and that any 'silliness' is quickly dealt with. The school code of conduct was drawn up by pupils and staff and is clearly displayed throughout the school. 'Flying high' on classroom 'kites' reflect how well pupils are behaving and working towards rewards for good behaviour and work chosen by classes. There is a good understanding of the need to lead a healthy lifestyle as reflected in the school's achievement of the award of National Healthy School Status. Pupils feel that they are helped to be healthy with healthy lunches and snacks. There is plenty of opportunity for physical exercise, reflected in the award of Activemark, including 'wake and shake' every morning and the use of the nearby sports centre.

Pupils make a strong contribution to the life of the school. The democratically elected school council have been involved in various improvements to the school including the new 'buddy bus-stop' in the playground. Pupils worked with staff to decide on the names for classes. When the house system was introduced, through consultation

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with the school council on how to improve behaviour in the school, pupils responded imaginatively to the challenge to think of house names. Pupils' contribution to the wider community is strong. The school works with villagers to provide the 'village lunch' and has an allotment in the village. Special services take place in church and the school participates in the village carnival. As a result the school is well-regarded by the community. The Eco bronze award reflects the school's commitment to caring for the whole environment, with the current 'Eco Angels' focus on the care of birds.

Attendance is above average, although a few pupils do not always arrive in time for the start of the school day. Pupils have many opportunities to use their basic skills of English across all areas of the curriculum, but this is not so evident for mathematics. At all stages pupils are helped to make the move into the next stage of their education.

The school motto and environment encourage pupils to reflect. There are thought-provoking sayings displayed throughout the school. Assemblies provide the opportunity for reflection on the story that has been shared. Pupils develop their understanding about other cultures and faiths both in the United Kingdom and globally through curriculum experiences and visitors. The school provides a range of opportunities to develop pupils' cultural understanding through visits to places of interest, to the theatre and visits from dancers and drummers.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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

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In the better lessons, careful planning, based on frequent assessment, ensures that pupils are able to learn and make good progress. Teachers have good subject knowledge and they have committed themselves to being learners alongside the pupils. The varied tasks set in class challenge pupils and make them think, including the higher-attaining pupils. Other adults in the classrooms are well deployed to ensure that good support is given, especially to pupils with special educational needs and/or disabilities. Relationships between all in the class are strong and supportive.

The curriculum, with common themes across the school, allows for pupils' interests to be followed, while ensuring that the necessary skills are developed. Imaginative experiences ensure that the pupils are motivated and excited by their learning. Teachers make use of the school environment, as demonstrated when Year 1 and 2 moved from their mathematics lesson about estimating to visit the 'Apothecary Corner' in school. Here they were encouraged to participate in the whole-school challenge of estimating the length of the piece of string on display. Strong cross-curricular links are particularly evident as pupils use their literacy skills in a range of situations. Year 3 and 4 pupils learnt how to debate and write persuasive texts for and against the proposed housing development in their village. The wide range of enrichment opportunities, including clubs and residential trips further enhance pupils' development and well-being.

Pastoral care is strong. The school is a welcoming and caring environment and pupils new to the school speak appreciatively of how well they have been helped to settle in. Transition arrangements start in Year 5 so that pupils gain confidence about their move to secondary school. Good use is made of outside agencies for the benefit of all pupils. The school is imaginative in the way it works with pupils and involves parents and carers and volunteers in order to ensure the best progress towards pupils' personal targets.

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	2

How effective are leadership and management?

The headteacher has a clear vision for creating an environment where learning is a magical and creative experience and in which pupils can achieve their best. He is well supported by the deputy headteacher and all staff who share this vision. The pattern of leadership enables all teachers to be leaders. However, there is not a system

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established that allows all teachers to benefit and learn from each other's skills. Teaching and learning is rigorously monitored through observations and pupil progress meetings. Effective use of the tracking system ensures that the school is able to ensure equality of opportunity for all pupils. Imaginative use of resources and spaces mean that all pupils have the opportunity to succeed.

Members of the governing body are enthusiastic about the school's developments and provide good challenge and support. They have a range of skills and undergo appropriate training that enables them to share in the identification of priorities for improvement and in the regular evaluation of progress being made. They are sharply focused on ensuring the safety of all pupils and adults in school and, as a result, safeguarding pupils is seen as a priority by the school. It has adopted good practice across all areas of safeguarding. Policies and training are very thorough.

Parents and carers are highly appreciative of all the developments at the school and their skills, in areas such as art and photography, have been utilised well in the improvements made to the learning environment. Parents and carers feel they are well informed and appreciate how well their children are enthused and motivated to learn. The school has strong links with the sports' centre, children's centre and pre-school on the same campus. There are also strong links across the cluster and with the secondary school. The local community shares its knowledge and skills to enhance pupils' learning.

The school has a clear understanding of its religious, ethnic and social context. It makes a strong and valued contribution to the local community. Curriculum experiences help pupils understand the differences and similarities between themselves and others in the United Kingdom and there are developing links with education in Rwanda that supports their global understanding.

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	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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for	2

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money

Early Years Foundation Stage

The good leadership of the Early Years Foundation Stage ensures that children are happy, safe and make good progress. Home visits and the 'Pixie Club' run by the school mean that children settle quickly into their new routines and this is highly appreciated by parents and carers. Children work and play well together as demonstrated when they share resources to make 'fireworks' from play dough. The classroom is a warm and welcoming environment and the outside area is under continual development with a castle 'wall' that now defines the boundary of the area. Further developments of the outside area are planned in order to ensure that there are the maximum possible opportunities available for learning outside. There are a range of resources that encourage children to learn through their play. This was demonstrated when children danced to music, with streamers, to interpret fireworks and were helped to react to the dynamics of the music. The opportunity to make 'rockets' was developed through the day as children chose to make 'binoculars' and 'telescopes' in order to see their 'rockets' more clearly.

Teaching is good and adults understand the needs of children in the Early Years Foundation Stage well. Activities provided include a range of adult-led and child-initiated tasks. Probing questions develop children's thinking. Frequent and ongoing assessment informs future planning. As a result children enter Key Stage 1 ready for their next steps in learning. 'Learning Journeys' provide a comprehensive record of children's progress using samples of work, notes and photographs. These are usefully shared with parents and carers, although they are not yet fully involved in contributing to the journals.

Children participate fully in the life of the school. They are helped to lead a healthy lifestyle with plenty of physical activity and healthy lunches and snacks. They are encouraged to be independent and take responsibility for their choice of activity. They understand the code of conduct and are proud to be 'flying high' on the kite.

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

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Views of parents and carers

The proportion of questionnaires returned is above average for primary schools. Parents and carers are very supportive of the school. The large majority of responses were positive, with particular praise for the changes to the learning environment. A very small minority of parents and carers feel that their concerns and suggestions are not listened to. Inspectors found that the school works hard to listen and respond to parents and carers and to involve them in the life of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John’s CE Primary, Tisbury 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	70	14	21	3	4	0	0
The school keeps my child safe	39	58	27	40	0	0	0	0
The school informs me about my child’s progress	40	60	24	36	2	3	0	0
My child is making enough progress at this school	32	48	27	40	4	6	1	1
The teaching is good at this school	45	67	19	28	2	3	0	0
The school helps me to support my child’s learning	38	57	28	42	0	0	1	1
The school helps my child to have a healthy lifestyle	43	64	19	28	2	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)	32	48	30	45	1	1	0	0
The school meets my child’s particular needs	32	48	25	37	2	3	3	4
The school deals effectively with unacceptable behaviour	30	45	33	49	2	3	0	0
The school takes account of my suggestions and concerns	38	57	21	31	4	6	3	4
The school is led and managed effectively	40	60	20	30	4	6	2	3
Overall, I am happy with my child’s experience at this school	45	67	18	27	4	6	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



4 November 2011

Dear Pupils

Inspection of St John's CE Primary, Tisbury SP3 6HJ

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed joining in your lessons, assembly and 'wake and shake', talking to you and exploring the 'magic' of your school.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave well and you help each other and you have a good knowledge and understanding about how to keep yourselves safe.
- You listen carefully to your teachers and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You have lots of opportunities to contribute to the life of the school and to village life.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are three things we have asked the school to do to make it even better. These are:

- to improve the standards you reach in English and mathematics by making sure that you understand exactly what you have been asked to do and that you know how to make your work better
- to give you targets in mathematics
- to help your teachers find out how other classes learn in yours and in other schools.

All of you can help by continuing to work hard and making sure you know what to do and how to make it even better

Yours sincerely

Jenny Batelen
Lead inspector

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