

The Church of England Primary School of St Edmund and St John

Inspection report

Unique reference number	103852
Local authority	Dudley
Inspection number	385843
Inspection dates	29–30 May 2012
Lead inspector	Roy Bowers HMI

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	262
Appropriate authority	The governing body
Chair	Glyn Cope
Headteacher	Pat Hazlehurst
Date of previous school inspection	7 March 2011
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Age group	4–11
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Introduction

Inspection team

Roy Bowers

Her Majesty's Inspector

Moyra Pickering

Additional Inspector

David Westall

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed intervention groups, heard pupils reading and observed 19 lessons taught by 13 teachers. Meetings were held with staff, a representative of the local authority and the Chair of the Governing Body. Discussions were held with groups of pupils and parents and carers. The inspectors observed the school's work, and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 83 questionnaires from parents and carers.

Information about the school

The school is slightly larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportions of pupils supported by school action plus or with a statement of special educational needs are above average. Just under half the pupils are White British and about a third are from Pakistani backgrounds. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

Following the last full inspection in March 2011, the school was given a notice to improve. Significant improvement was required in relation to pupils' attendance and behaviour, and the quality of teaching. An Ofsted monitoring inspection in November 2011 judged the school to be making good progress in tackling the issues identified. Since the last full inspection, the headteacher has left the school. From June 2011, the school has been led and managed on a temporary basis by a headteacher and deputy headteacher from a local school.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	2

Key findings

- Overall effectiveness is satisfactory. Strong and determined leadership has strengthened all aspects of provision. Pupils' behaviour has improved, teaching is better, attendance has risen and pupils' progress is accelerating. The school is not yet good because the quality of teaching is inconsistent and too much is satisfactory. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- All groups of pupils are making at least satisfactory progress and, in some classes, pupils achieve well. Most pupils are now attaining close to the levels expected for their age, and an increasing number are exceeding them. Most pupils present their work well, but some pupils do not take enough pride in their work and presentation is poor. There is a carefully structured reading scheme which helps pupils develop their reading skills. However, the range of reading resources is narrow and pupils do not get experiences of a wide range of reading materials.
- Where teaching is best, teachers are clear about what they want pupils to learn, guide pupils through small learning steps, regularly check on their understanding and ensure that the pace of learning is brisk. However, this varies and the lack of consistency is the main reason why a greater proportion of lessons is not good or better. Marking often gives pupils clear advice on how to improve. However, it is inconsistent.
- Pupils feel safe and well-supported in school. Most pupils behave well and have good attitudes to their learning. In lessons where the pace of learning is slow, a few pupils become restless and inattentive and occasionally disrupt the learning of others. A small number of pupils are often late for school.

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- Senior leaders provide strong and determined leadership. Extensive staff training and the impact of robust performance management systems have improved the skills of the staff and increased teachers' accountability for pupils' learning. The newly-appointed phase leaders are responding enthusiastically to their additional responsibilities. However, their skills of monitoring, evaluating and improving all aspects of their phase are not fully developed.

What does the school need to do to improve further?

- Raise pupils' attainment, eradicate all instances of low-level disruptive behaviour in lessons and increase the proportion of good and outstanding teaching by ensuring that:
 - in all lessons, teachers are clear about what they want pupils to learn, guide pupils through small learning steps and regularly check on their understanding
 - the pace of learning is brisk in all lessons
 - marking consistently provides pupils with clear guidance on how to improve their work
 - in all classes, pupils take pride in the presentation of their work.
- Work with parents and carers so that pupils arrive at school on time.
- Extend the range of reading resources so that pupils' experience of reading is broadened.
- Strengthen leadership and management by ensuring that the phase leaders' skills of monitoring, evaluating and improving all aspects of their phase are fully developed.

Main report**Achievement of pupils**

Children enter the Early Years Foundation Stage with skills that are well-below those typical for children of that age. They make at least satisfactory progress across all most areas of learning. Since the start of the school year, children have made good progress in mathematics. The school takes great care to nurture children's skills from the moment they start school. Those with particular needs are identified, so that any potential barriers to achievement are addressed. By the time children enter Year 1, they show a confident approach to working independently and with others, but their attainment remains below average.

Most parents and carers report that their children are making good progress. Although many pupils achieve well, their achievement is satisfactory because progress is not consistent across the school and attainment is still broadly average. In some classes, pupils' work is poorly presented and, even in Year 6, many pupils

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do not join their letters when writing.

All groups of pupils, including disabled pupils, those who have special educational needs and those who are learning English as an additional language, make similar progress to others. This is because they are now catered for through early intervention and better individual support. As a result, gaps in achievement are closing.

Pupils throughout the school show positive attitudes to reading. The introduction of a regular and systematic programme for teaching the links between letters and sounds has meant that the literacy skills of pupils of all ages are improving. Pupils' attainment in reading at the end of Key Stages 1 and 2 is broadly average. By the end of Year 6, the majority of pupils read books appropriate to their age and have a good understanding of the content. The more-able pupils predict what might happen in a story and how characters may react if events were to change. Although there is a carefully structured reading scheme, the range of books, magazines and other types of reading materials is too narrow and pupils do not get experiences of reading a wide range, especially books that captivate pupils' imagination and stimulate their curiosity.

Quality of teaching

The school's learning environment is good with a range of support materials on display to help pupils to learn. In addition, pupils' work is celebrated and displays reflect the broad and enriched curriculum. In the questionnaires completed by parents and carers, most expressed positive views about the way their children are taught. The inspection found that, although there are many examples of good teaching throughout the school, the quality of teaching is inconsistent and is satisfactory overall.

Teachers provide pupils with many opportunities to promote their spiritual, moral and social development. The youngest pupils learn to take turns and cooperate, and older pupils are encouraged to share their ideas and debate issues such as experimentation on animals. Pupils' cultural development is promoted through their studies of different faiths and the work of artists such as Lowry.

In lessons, there is usually a positive climate for learning because the relationships between teachers and pupils are caring and supportive. Teachers reinforce good behaviour whenever possible and raise pupils' self-esteem. When the pace of learning slows, often because teachers talk for too long, some pupils lose interest and occasionally low-level disruption occurs. In one mathematics lesson, after a whole class brief introduction, pupils helped each other to learn their times tables by identifying each other's weaknesses and advising how to improve. In contrast, in another mathematics lesson, the teacher talked for most of the lesson without engaging the pupils and, consequently, pupils became restless and inattentive and too much time was taken reprimanding them for their poor behaviour.

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Disabled pupils, those who have special educational needs and pupils who are learning to speak English as an additional language are often taught in small groups or given one-to-one support to meet their particular needs. Some of the teaching assistants are beginning to make a valuable contribution to the learning of these pupils through training to lead some of the specialist support programmes more effectively. Although some of the small group support work is highly focused and pupils' learning is moved on briskly, a few of the interventions lack pace of learning.

Although the lessons seen during the inspection were planned in detail by the teachers and showed many activities, few plans focused on what pupils were expected to learn during the lesson. Consequently, in many lessons, although pupils were purposefully engaged with the activities, their learning was not focused enough, their prior knowledge and skills were not systematically built upon and teachers did not check to see what pupils had learned. For example, in one art lessons, pupils were busy playing with charcoal and pastels, but the planning did not show which skills were to be taught and the teaching failed to check upon and extend pupils' learning.

Teachers regularly mark pupils' work and, in the best examples, clear learning steps are identified and pupils are given opportunities to respond and learn from their mistakes. Although much of teachers' marking boosts pupils' confidence through motivational comments, some does not give clear enough guidelines on how to improve. In the Early Years Foundation Stage, teachers' planning has improved significantly over the past year, especially for mathematics. Teachers often build progressively on children's levels of knowledge and skills, but occasionally, teachers miss opportunities to extend learning by encouraging children to express their ideas in a clear and coherent way.

Behaviour and safety of pupils

Heightened awareness of parents and carers to the importance of regular attendance has resulted in a much higher proportion of pupils attending school regularly. Attendance is now close to average. Pupils say that the new rewards for regular attendance and inter-class competitions have given them additional incentives to come to school. Some pupils say that school is now more enjoyable and many talk with enthusiasm about how the lessons are more interesting. Nearly all pupils arrive at school on time, but a few pupils regularly come after the start of the school day and miss some of the valuable learning experiences.

A strong emphasis on promoting pupils' personal development and setting clear boundaries for conduct have had a significant impact on improving pupils' behaviour. Pupils get on well with each other and have a clear understanding of right and wrong. Although inspection evidence shows that most pupils behave well in lessons and around school, there are a few minor incidents when pupils lose interest and begin to disrupt the learning of others. The school's monitoring records show that

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the number of reported incidents of poor behaviour has fallen sharply. The reorganisation of the times for pupils to play and to engage in activities during the lunchtime period has had a positive impact on improving pupils' behaviour. Pupils say that they like the new climbing frame and sports equipment and appreciate the fact that there are now allocated playground areas for free-play, quiet time and organised games. By being consulted about the new behaviour policy, pupils feel more involved and are more aware that their own choices of actions have different consequences. Pupils say that they feel safe in school and have great confidence that adults will quickly resolve any issues that may occur.

Pupils understand how to keep themselves safe in various situations, including when using the internet. Pupils say that bullying is very rare and are confident to talk to an adult if it happens to them or if they witness others being bullied or harmed. They know that bullying can occur in different forms and many older pupils understand the term 'cyber-bullying' and are aware of racial bullying. Nearly all pupils and most parents and carers have very positive views about behaviour and safety in school.

Leadership and management

Since being appointed, the acting headteacher and deputy headteacher have successfully tackled all areas for improvement from the last inspection. They have an ambitious vision for the school which is shared by all staff. A wide range of information provided for the governing body enables members to know the school well and monitor its work carefully.

The heightened skills of the substantive deputy headteacher in the assessment and analysis of pupils' progress data are contributing effectively to many aspects of school self-evaluation and improvement. The phase leaders have developed many of the skills of monitoring, evaluating and improving the school and they are now having a much stronger role in school improvement. They check pupils' work in books and provide good support to the staff in planning lessons. Other skills, such as observing lessons, providing feedback and analysing pupils' progress data, are not fully developed. The strengthening of the leadership and management at all levels shows that the school has good capacity for further improvement.

The improvements made, especially to the quality of teaching, have largely been the result of extensive staff training programmes, often with staff from another local school. Regular visits to lessons and formal observations help senior leaders to know the strengths and weaknesses in teaching and to organise support where needed. Checks on pupils' work in books and analysis of information regarding pupils' progress ensure that senior leaders know all aspects of the school well and enable them to manage the performance of the staff. Teachers say that they appreciate the opportunities provided for them to develop their skills. Staff morale is high.

The newly introduced and imaginative curriculum is stimulating pupils' interest and providing more opportunities for pupils to improve their basic skills, especially in

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literacy. Collaborative working in lessons, assemblies which cause pupils to reflect on moral issues and visits such to places such as London, contribute effectively to pupils' spiritual, moral, social and cultural development.

The school promotes equality of opportunity effectively and tackles discrimination well by narrowing gaps in achievement and ensuring that the school is a harmonious community. Pupils benefit from a caring and supportive environment in which everyone is encouraged to succeed. The school's procedures for safeguarding pupils meet statutory 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



31 May 2012

Dear Pupils

Inspection of The CofE School of St Edmund and St John, Dudley, DY2 7QA

Thank you for the warm welcome you gave to me and the inspection team when we visited your school recently. We are pleased to say that the school has improved well since it was last inspected and is now satisfactory.

You are now making better progress and the quality of your work is improving. Most of you behave well but, very occasionally, a few of you do not concentrate enough on your work. We were very pleased to find that more of you are coming to school regularly and nearly all of you arrive on time. Well done! However, a few of you arrive late for school and are missing some important learning. Most of your parents and carers say that the school leaders are doing a good job, and we agree.

To improve the school even more, we have asked the headteacher and governing body to make sure that:

- teaching is consistently good so that you achieve more and you find lessons more interesting
- you are provided with a wider range of reading materials
- all of you arrive at school on time
- you present your work neatly in your books
- some of the school leaders receive more training so that they can help you improve even more.

You can all help by trying hard to write neatly in your books and coming to school on time. Thank you for being so friendly and polite.

Yours sincerely

Roy Bowers
Her Majesty's Inspector

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