

St John's Church of England Primary School

Inspection report

Unique reference number	126367
Local authority	Wiltshire
Inspection number	381219
Inspection dates	13–14 June 2012
Lead inspector	Michael Barron

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	117
Appropriate authority	The governing body
Chair	Sharon Havery
Headteacher	Lyn Taylor
Date of previous school inspection	17 January 2008
School address	Boreham Road Warminster BA12 9JY
Telephone number	01985 213446
Fax number	01985 216053
Email address	admin@st-johns-warminster.wilts.sch.uk

Age group	4–11
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Introduction

Inspection team

Michael Barron

Additional inspector

This inspection was carried out with two days' notice. The inspector spent a total of 280 minutes observing 9 lessons taught by 5 teachers. He heard pupils from Year 2 and Year 6 read and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent). The inspector held meetings with members of the governing body and also several members of staff including the headteacher and senior leadership team, teachers and pupils. The inspector observed the school's work, and looked at documentation including school policies, governing body minutes, school development planning, pupils' work and records of pupils' learning and progress. The inspector observed and discussed pupils' behaviour and scrutinised the school's safeguarding procedures. He also analysed several completed questionnaires from staff and pupils as well as 49 from parents and carers.

Information about the school

This is a smaller than average-sized primary school. Nearly all pupils come from White British backgrounds. The proportion of pupils with disabilities or who have special educational needs supported at school action is similar to the national average, although the percentage of pupils at school action plus or with statements of special educational needs is well above the national average. These needs include behaviour difficulties and social and emotional difficulties. Pupils are taught in five classes, including three mixed-age group classes. There is Early Years Foundation Stage provision in the school's mixed Year 1 and Reception Year class. The percentage of pupils known to be eligible for free school meals is below average. The school meets the government's current floor standards which set the minimum expectation for pupils' attainment and progress. The school has undergone a period of change in both staffing and leadership and management since the last inspection. The present headteacher was appointed to the school in January 2010.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

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

Key findings

- This is a good school which has recovered well from a period of disruption to staffing and leadership and management since the previous inspection. It has a caring ethos and prepares pupils well for the next stage in their education. The school is not outstanding because there are some relative weaknesses in the outdoor provision for children in the Early Years foundation Stage and the quality of teaching, while good overall, varies between classes. Pupils' attainment in reading is below their attainment in mathematics and writing throughout the school.
- Children enter the school's Early Years Foundation Stage with skills that are below those expected for their age in nearly all areas of learning and well below average in relation to their communication, literacy and language skills.
- Pupils achieve well. By Year 6 attainment is comparable to the national average overall. Children make good progress in the Early Years Foundation Stage despite the difficulties presented by the current outdoor provision and continue to make good, if variable, progress throughout the rest of the school. The school's focus on improving pupils' progress in writing and mathematics has successfully raised attainment in these subjects. The school is now focusing on improving attainment in reading and is providing pupils with daily phonics sessions.
- Pupils enjoy learning, behave well and respect others and this reflects the school's good provision for spiritual, moral, social and cultural education. Pupils say they feel very safe and that bullying seldom occurs in the school. Whenever bullying occurs adults deal with it effectively. Pupils know that a very small number of their classmates with social and emotional problems find behaving acceptably difficult. Leadership and management are good, including the leadership of teaching and the management of the school's performance, which is scrutinised regularly and vigorously. The headteacher has successfully ensured that staff and governors work together well to ensure all pupils have equal opportunities to succeed.

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What does the school need to do to improve further?

- By the end of the spring term 2013, raise pupils' attainment in reading to match their attainment in mathematics and writing by ensuring that :
 - the school continues to provide pupils with daily phonics sessions
 - the books and texts pupils are given to read always fully engage their interests.
- By the end of the autumn term 2012, make sure that the quality of teaching throughout the school is always good or better by ensuring that :
 - the tasks pupils of different abilities are asked to complete always provide them with the correct amount of challenge
 - teachers consistently use information from the school's tracking systems to ensure that work is well matched to individual pupils' needs when planning further work for pupils.
- Improve outdoor provision in the Early Years Foundation Stage so that it matches the good quality of indoor provision in order to ensure that children are provided with the facilities they need to develop the skills associated with outdoor learning and their physical development.

Main report

Achievement of pupils

The vast majority of parents and carers believe that their children are making good progress. Inspection evidence agrees with their views. However, the rate of pupils' progress varies slightly in different classes.

Children make good progress from their overall below average starting points during their Reception Year because teaching caters well for their needs. The classroom, which Reception children share with Year 1 pupils provides an environment conducive to good learning. It is bright, colourful and well resourced and features lots of interesting places for children to explore and to use their imaginations. However, the Early Years Foundation Stage outdoor area is tired and drab and does not reflect the good indoor provision. This was evident during a well taught lesson which focused on building up children's speech and language skills and their ability to work meaningfully at child-initiated tasks. Children were totally immersed in their work in the classroom and engaged in activities which developed their communication skills well. Exciting activities ensured that children were keen to speak to adults about what they were doing and one child enjoyed using her growing vocabulary to explain why a model train needed a track to run on. Only a few children ventured into the outdoor area and several quickly came back indoors again because they found little of interest outside. Those needing extra help completing their tasks received a good level of support from teaching assistants and made similar progress in developing their language and social skills to all other children. Nearly all children behaved well, but a small minority find working alongside others difficult.

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Pupils, including the more able and disabled pupils and those who have special educational needs and also the very small number of pupils from minority ethnic backgrounds, make good, if slightly variable, progress throughout the rest of the school and this reflects differences in the quality of teaching.

Although pupils make good overall progress in literacy, they do so from well below average starting points, especially in writing. In order to improve this situation the school has concentrated successfully on improving pupils' writing skills over the last two years. However, initiatives to improve pupils' reading skills, such as the recently introduced daily phonics sessions, are only now beginning to have an impact. As a result, by Year 2, pupils' attainment in reading is still below national expectations. It is also slightly below average in Year 6 even though pupils' attainment in mathematics and writing is comparable to the national average. The school is aware of the need to concentrate on developing not only pupils' reading skills in daily phonics sessions but also their enjoyment of reading. At present the books and texts pupils are given to read do not always fully engage their interests or offer the correct amount of challenge to pupils of different abilities.

Quality of teaching

The vast majority of parents and carers correctly believe that their children are well taught and make good progress as a result. Pupils say that they enjoy learning and that teachers always try to make lessons interesting. However, although teaching is good overall, there are variations in its quality in different classes. This was evident in the lessons observed during the inspection, which ranged from satisfactory to outstanding, and also from the school's records of the monitoring of teaching and learning over time.

Teachers provide good opportunities for pupils to develop their spiritual, social, moral and cultural awareness. This was evident, for example, in the way pupils worked well together and respected each other's views during discussions in lessons. Teachers have high expectations of what pupils are capable of achieving and most lessons are planned to ensure that the work pupils are asked to complete is well matched to their abilities. Pupils requiring extra help with their learning, including disabled pupils and those who have special educational needs, are well supported by effective teaching assistants and make similar progress to all other pupils. An example of this was observed during a well taught literacy lesson in the Year 6 class. Pupils worked hard at writing an emotive poem and preparing to perform it in small groups to an audience, in this case the rest of the class. It was noticeable that pupils requiring extra help with their work were well supported by adults and, as a result, completed writing their poetry successfully. All pupils enjoyed acting out their poems and this helped to reinforce their concept of emotive writing and working harmoniously with others.

The quality of teachers' marking is good and pupils say that it helps them to understand what they have to do next to improve their work. The school has developed good systems to track the progress of individual pupils, but not all

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teachers use the information effectively when they plan lessons. As a result, there are occasions when the work pupils are asked to complete in lessons does not offer them the correct level of challenge. Pupils find it either too hard or too easy. The pace of learning slackens and pupils do not always make the progress they are capable of.

Behaviour and safety of pupils

Analysis of records and discussion with pupils show that behaviour is typically good. Parents and carers have mixed views about the standard of pupils' behaviour in the school, especially behaviour in lessons, and some feel that rare instances of bullying or racially linked incidents are not always dealt with effectively. However, pupils say that behaviour in the school is usually good and that only three or four pupils ever cause any trouble. One pupil stated that, 'We all get along very well and any bad behaviour is soon stopped by adults.' Similarly, pupils say that bullying of any sort is very rare but dealt with well.. The school's agreed behaviour policy is applied consistently in all year groups. Pupils say that they feel very safe in school and that they are aware of the different forms of bullying, including physical and emotional bullying and cyber bullying. They are also very well aware of potential internet safety issues.

Pupils enjoy coming to school and this is reflected in their good rates of attendance. The school is working well to improve the punctuality of the very small number of pupils who have persistently found arriving on time in the mornings difficult.

Leadership and management

The quality of leadership and management is good. The headteacher continues to lead the school well and with sensitivity during its recovery from a period of changes to both leadership and management and also to staffing. She has ensured that all staff and governors display the drive needed to ensure the school continues to increase its effectiveness in the future and also its capacity for further improvement. This is reflected in the good quality of development planning and the way the school uses performance management and teachers' professional development to focus on appropriate priorities for improvement. Monitoring of the school's performance, including monitoring the quality of teaching, has improved since the previous inspection. It is now systematic and rigorous and used well to improve the school's effectiveness.

The school promotes equality of opportunity for all pupils and does not tolerate any type of discrimination. Systems for tracking individual pupils' progress have improved since the headteacher took up her position at the school and this has led to improvements in pupils' achievement in all subjects. However, teachers do not always use information from these systems effectively when planning lessons.

Teachers and teaching assistants are proud of the school and work closely together as a team for the benefit of all pupils. Their morale is high because they know that

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their individual contributions to the school are valued. The impact of the governing body has improved since the previous inspection. Governors play an active role in school life and the governing body supports the school well and offers a good level of challenge. The curriculum is broad and balanced and provides a skills-based approach to learning. This is popular with pupils as it provides them with opportunities to develop and use new skills in different contexts, including when taking part in the wide range of after-school activities on offer. The curriculum successfully promotes pupils' personal development, including their spiritual, moral, social and cultural development. Pupils say they enjoy receiving regular visitors to the school and taking part in school trips to interesting places, especially residential trips.

The school has good relationships with parents and carers and with a range of outside agencies. Safeguarding procedures meet all statutory requirements and staff and governors receive regular training regarding safeguarding issues. They are well aware of the importance of their role in protecting pupils.

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.



15 June 2012

Dear Pupils

**Inspection of St John's Church of England Primary School, Warminster
BA12 9JY**

Thank you for making my visit to your school so enjoyable. I was impressed by your friendliness and by the way you all worked hard in lessons. I also felt that your singing in assembly was really good and I enjoyed talking to Year 6 pupils about what they liked most about the school. They told me that they thought they attended a good school and I agree with them.

These are some of the things I found out about your school.

- St John's gives you a good start to your education.
- You make good progress in improving your writing and mathematics.
- You all enjoy school and get on very well with each other.
- You feel very safe at school and the vast majority of you behave well.
- You enjoy taking part in after school clubs and also visiting interesting places.

I have asked your school to help you to improve your reading to make it as good as your mathematics and writing. I have also asked your teachers to make sure that teaching in every class is at least good or better and that they do not give you work that is either too hard or too easy to do. I have also asked the school to improve the outdoor area that children in the Reception Class use to learn and play in.

All of you can make sure your school gets even better by continuing to work hard. By the way, well done to the school for doing so well in the local swimming gala.

Yours sincerely

Michael Barron
Lead inspector

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