

Deepcar St John's Church of England Junior School

Inspection report

Unique Reference Number	107117
Local authority	Sheffield
Inspection number	377536
Inspection dates	27–28 June 2012
Lead inspector	Joanna Sharpe

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Helen Frith
Headteacher	Beverley Cordle
Date of previous school inspection	11 May 2010
School address	St Margaret Avenue Deepcar Sheffield S36 2TE
Telephone number	0114 288 3878
Fax number	0114 283 1952
Email address	headteacher@deepcar-st-johns.sheffield.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Joanna Sharpe
Andrew Clark

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons by eight different teachers which totalled six and a half hours of teaching time. Inspectors listened to pupils reading and also observed a class assembly and a lesson in the church. Inspectors had discussions with a large number of pupils, members of staff, the senior leadership team and a member of the governing body. Inspectors took account of the views given in the 44 questionnaires returned by parents and carers and those completed by pupils and staff. They scrutinised a number of documents such as the school evaluation, the raising attainment plan, recent evaluations from external consultants and the school's monitoring of teaching and learning, as well as school data relating to pupils' attainment and progress. Inspectors also scrutinised the minutes of the different governors' committees.

Information about the school

This is a smaller-than-average junior school. The majority of pupils are of White British heritage. The percentage of pupils known to be eligible for free school meals is currently slightly lower than the national average and has more than doubled in the last two years. The proportion of pupils supported by school action plus or with a statement of special educational needs is higher than that in similar schools nationally. In some year groups there are a large number of pupils who joined or left the school outside normal times. The senior leadership team was formed in January 2012. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school has gained a number of awards recently such as Healthy School status, Achievement for All and the Travel Plan Award 5 star. The school also gained first place in Sheffield and second in Yorkshire for the Big Pedal 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	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. It is not yet outstanding as not enough teaching is outstanding.
- Achievement of all groups of pupils from their starting points is good, with some making accelerated progress. Achievement in cohorts occasionally varies due to high numbers of pupils entering the school at times other than normally expected. Disabled pupils and those who have special educational needs make good progress because of well-targeted support.
- Teaching is good overall with some outstanding lessons. There are many successful strategies in place to improve teaching. Teachers are very evaluative of their own practice and swiftly deal with any apparent weaknesses. In some lessons pupils are not sufficiently involved in shaping their own learning or in responding to marking to extend their understanding of how to improve their work. Just occasionally, teachers do not give pupils the opportunity to read aloud in class or encourage them to give extended responses to questions.
- Behaviour and safety are good. Pupils are active and enthusiastic learners. All pupils are courteous and well-mannered. Behaviour in lessons and around school is maintained with very little adult intervention. Pupils comment on how they wish to give visitors a warm welcome on arrival. Pupils feel safe and enjoy coming to school.
- Leadership and management are good. Although newly structured, the senior leadership team is highly focused on the continual improvement of teaching and learning. Performance management is good. Areas of weakness are quickly addressed and staff are well supported by managers in making improvements. Outstanding practice is regularly shared.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to deepen pupils' learning and hasten progress further by:
 - involving pupils more in their own learning, such as in setting steps to success in lessons
 - ensuring pupils have the opportunity to respond to marking so that they can improve their own work
 - consolidating key basic skills in class, such as through reading aloud or giving extended answers to questions.

Main Report

Achievement of pupils

All groups of pupils make good progress from starting points that are generally in line with those expected for their age. They leave school with attainment in English and mathematics which is above average. The most recent school data show that the vast majority of pupils in the current Year 6 also have above-average attainment. The vast majority of parents and carers consider their child is making good progress. The attainment of pupils in reading is consistently above average by the time they leave the school.

Pupils' learning and performance in all lessons is good. In every lesson pupils enjoy being challenged. In outstanding lessons pupils have the opportunity to work independently for longer periods of time, but in some other lessons pupils are not always encouraged to expand their answers to build on speaking skills. Pupils in all lessons are able to evaluate their own work, which promotes good progress. However, teachers do not regularly enough enter into constructive written dialogue with pupils when marking their exercise books. Pupils quickly reach good levels of understanding due to the practical nature of many lessons, such as the use of parachutes in a Year 3/4 science lesson. High expectations by all adults ensure that pupils consistently develop skills in reading, writing and mathematics across the curriculum.

Disabled pupils and those with special educational needs make good progress. Clearly differentiated tasks ensure all learning is appropriate to match their needs. These pupils receive good and often outstanding support from adults, alongside their peers. Pupils in Year 3/4 were encouraged to read the text alongside the adult to enhance their reading skills and to give them a deeper understanding of the task.

Quality of teaching

Much work has been completed by all adults in the school to improve teaching so that it is consistently good or outstanding. The majority of parents and carers agree that their child is well taught. Daily reading sessions and the recent restocking of the school library support the good progress pupils make in reading. However, just

occasionally opportunities are missed for pupils to read text aloud in lessons, for example from the whiteboard, and so improve their reading further, because the teacher reads it instead. Good use of partner talk teaches pupils to value the opinion of others and confidently express their opinions. In a Year 5 lesson, after a 30 second talk with a partner, pupils were more eager to respond.

Teachers have a very secure knowledge of pupils' abilities and activities match the needs of pupils. They use a range of strategies to assess them continually throughout lessons. For example, in a Year 6 lesson the teacher used skilful questioning, individual whiteboards and movement around the class to monitor pupils' understanding and progress, and gave pupils feedback. Teachers' excellent preparation for every lesson means that all pupils have a 'challenge' task to move onto should they or the teacher consider they are ready to attempt it. Frequent and good use is made of the interactive whiteboard, such as at the end of a Year 3/4 lesson where pupils were sharing strengths and considering areas for improvement. The same marking scheme is used consistently in all classes and all pupils fully understand it. However, pupils are not always given the opportunity to respond to marking and enter into a constructive written dialogue to aid their progress.

Strategies such as 'steps to success' are used in lessons to enable pupils to have a fuller understanding of the learning intention and how they will reach it. In outstanding lessons pupils are asked to consider for themselves the skills and steps they are going to need to gain full understanding. Pupils respond well to the teachers' high expectations and their depth of understanding is deepened considerably. However, in other lessons this is not always the case and sometimes the pace of learning slows because pupils are not sufficiently involved in their own learning.

Disabled pupils and those with special educational needs benefit from support from teaching assistants that is good and often exceptional. The timely interaction of teaching assistants ensures that pupils understand and enjoy their learning. Alongside teachers' accurate planning of activities, this support has a very positive impact on learning. All pupils are very aware of the help they receive from adults in school and describe them as 'excellent' and 'really helpful'.

Behaviour and safety of pupils

The behaviour of pupils in lessons and around school is consistently good. School records and the views of pupils, parents and carers show that good behaviour has been sustained over time. Adults have high expectations of the standard of behaviour at all times. Strategies to manage behaviour are used consistently throughout the school and pupils are fully aware of expectations, sanctions and rewards. Many aspects of behaviour and safety are outstanding. Pupils have a very clear understanding of the type of behaviour that constitutes bullying, in all its forms, and say that any bullying is dealt with swiftly by adults. Parents and carers say their children are safe at school. Pupils feel safe and enjoy going to school. Attendance is consistently above average.

In lessons all pupils are active and enthusiastic learners. During setting-up times and discussions with peers pupils value the contribution of others and are extremely

polite. Pupils are very proud of their own achievements and those of their friends both in and out of school. In assemblies and through displays the whole school celebrates their success, such as horse riding, growing monster vegetables, cycling proficiency and success in national events.

Leadership and management

The school is well led by a highly effective senior leadership team who are dedicated to driving excellence in all aspects of the school. They communicate high expectations and ambition at all times. Every member of the teaching team is reflective and makes accurate evaluations of their practice. Professional development of staff is based on regular evaluations of all aspects of teaching alongside the analysis of pupils' attainment and progress. The sharing of good practice, mentoring and coaching have been used effectively to raise teaching standards since the last inspection. Senior leaders carefully analyse the data they collect so that they have a thorough and regularly updated picture of the progress of all pupils, as well as of different groups. Assessment is rigorous. The governing body takes an active part and is also committed to the promotion of improvement. Governors take advantage of regular training to improve their own skills to support the school further.

The school has made rapid progress since the last inspection. This is a school that accurately evaluates all aspects of school life and is very self-critical. New initiatives, such as the thematic curriculum, have been effective. The school has an extremely clear idea of how to raise the standard of teaching further.

The thematic curriculum has ensured that pupils are engaged in exciting topics which are always relevant to their interests and abilities. The outside environment is used well. Pupils are inspired in lessons by enterprise projects, the Sheffield Food Festival, sponsoring a pupil in Rwanda and other local, national and global links. The carefully planned curriculum, alongside the strong school ethos, promotes pupils' spiritual, moral, social and cultural development effectively.

Parents and carers come into school at least termly for class assemblies, workshops and open afternoons. They are kept informed of their child's progress and learning through curriculum newsletters, new technology, parents' evenings and reports. The school promotes equality and tackles discrimination well. Safeguarding meets requirements and gives no cause for concern.

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.



29 June 2012

Dear Pupils

**Inspection of Deepcar St John's Church of England Junior School,
Sheffield, S36 2TE**

Thank you for the lovely welcome you gave us: you said you wanted to give us a warm welcome, and you certainly did. We enjoyed visiting your school because your behaviour is always good and you are such enthusiastic and happy learners. We spoke to a great many of you, in discussion groups, when listening to you read and at lunch and break times. You told us how you much you liked your teachers, how much they help you and that you think they are 'excellent'. We are very grateful that you spoke to us so willingly and we took your opinions into account.

We have judged that everything about your school is good; achievement, teaching, behaviour and the leadership and management. Your school is not yet outstanding but your headteacher and all her staff are determined that it will be soon. We think it will help your school on its rapid path to outstanding if you have a little more involvement in your learning. We would like it if you were given the opportunity to take a more active part in things such as your steps to success and responding to marking. We think you could read more in class and extend your answers to help support your progress in reading and speaking. We know that you are good at these things because when you are given the opportunity you excel and think carefully about your learning.

You can help your school to become outstanding by taking a more active part in lessons and evaluating your work when you are given the opportunity to do so.

We wish you all the very best for your future and think that you all contribute to making your school such a lovely place to visit.

Yours sincerely

Joanna Sharpe
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.