

St John's CE Primary School

Commonside Road , Worsley, Manchester, M28 1AE

Inspection dates

2-3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils' achievement in English and mathematics by the end of Year 6 is good, it is not consistently strong across the school and, particularly in the Early Years Foundation Stage and Key Stage 1 in writing and mathematics.
- The Early Years Foundation Stage environment does not fully stimulate children's learning.
- The quality of teaching is inconsistent and in the weakest lessons pupils do not engage fully in learning and their behaviour deteriorates.
- Although there is a new senior leadership team in place, leaders, managers and governors over time have not monitored the quality of teaching and the performance management of staff sufficiently well.
- Governors have not fully checked that the pupil premium fund is appropriately used to improve pupils' learning.

The school has the following strengths

- Rapid improvement in pupils' achievement by the end of Key Stage 2 because of good quality of teaching overall in Years 3 to 6.
- Pupils' say 'teachers are kind' and that they thoroughly enjoy the variety of clubs available.
Parents say they are confident that their children are safe in school.
- The curriculum provides effectively for pupils' spiritual, moral, social and cultural development.
- High quality relationships and support for pupils' personal needs and in particular for the disabled pupils and those with special educational needs.

Information about this inspection

- The inspector observed 13 lessons, one of which was a joint observation with the headteacher, listened to individual pupils reading in Years 1, 2, 4 and 6 and scrutinised pupils' work in lessons.
- She held meetings with pupils, staff, members of the governing body and held a telephone conversation with a representative of the local authority.
- She observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. The inspector took account of the 13 responses from the on-line questionnaire (Parent View) and the school's own parental survey.

Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported through school action is below average.
- The percentage of pupils supported by school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The substantive headteacher is on a one-year sabbatical.
- From September 2012 the school has been led by the executive headteacher and the associate headteacher, previously the deputy headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching to raise achievement to at least good in the Early Years Foundation Stage by:
 - ensuring that the teaching of letters and sounds is more systematic and meets children's different learning needs
 - improving the quality of the environment indoors and outdoors to stimulate learning
 - providing more opportunities for children to extend their problem-solving, investigative and creative skills.
- Improve attainment and progress in Key Stage 1, particularly in writing and mathematics by:
 - making sure work fully engages and matches the learning needs of all pupils so they remain focussed on their learning
 - make better use of assessment information to plan work that is fully challenging
 - providing training for teachers so that the correct pronunciation of letters and sounds is used when teaching reading
 - providing more opportunities for pupils to extend their problem-solving and calculation skills.
- Improve the effectiveness of leadership and management, at all levels, in improving the quality of teaching and monitoring school effectiveness by:
 - ensuring that governors rigorously and robustly monitor the performance management of all staff
 - holding teachers fully to account for the progress of the pupils within their classes
 - making more effective use of the pupil premium funding for eligible pupils.

Inspection judgements

The achievement of pupils

requires improvement

- School records show that children's skills, when they begin school are generally below those expected at this age. The children are happy and safe and enjoy the limited resources indoors and outdoors. However, the environment is not sufficiently stimulating to fully extend children's problem-solving, investigative and creative skills. Consequently, the progress they make in the Early Years Foundation Stage requires improvement.
- The teaching of phonics (learning about letters and sounds), does not systematically address the different ability needs of the children in the Early Years Foundation Stage and the Key Stage 1 classes. Consequently, reading attainment is below average by the end of Year 2.
- Although the progress that pupils make in Key Stage 1 is as expected in writing and mathematics, their attainment levels are below average by the end of Year 2. Progress is slower than it could be because the quality of provision and teaching are weak. Furthermore, work set does not consistently challenge pupils in their learning to achieve the higher levels.
- Progress through Years 3 to 6 accelerates as a result of good quality teaching. Consequently, the proportion of pupils meeting and exceeding the national figure is at least average in English and mathematics, and above average at the higher levels in reading and mathematics.
- Although learning in Years 1 to 6 requires improvement overall, in a majority of lessons observed in Years 3 to 6 good learning is evident. This is when teaching is exciting and captures pupils' imagination. For instance, in a Year 6 English lesson, pupils' learning was accelerated at a good pace because the teacher stimulated the interest of the class and, particularly the boys, as they worked with partners to draft a spy thriller story. Searching questions, good pace and modelling of high expectations from the teacher ensured that pupils prepared high quality pieces of writing.
- Parents are generally pleased with the progress their children make and particularly with the good support provided for their children's well-being.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs achieve as expected overall. However, there is a limited range of intervention groups and there has been an insufficient review of the allocation of the pupil premium funding by the governors to ensure those eligible have enough resources.

The quality of teaching

requires improvement

- The quality of teaching is good in some year groups. However, it is not consistently good across the school. Consequently, pupils' achievement requires improvement.
- Among the positive features of all teaching are the good relationships evident between adults, pupils and parents throughout the school.
- In the best lessons, adults model high expectations of behaviour and work; pupils know clearly what is expected of them and how they can succeed in their learning.
- Furthermore, in such lessons detailed marking and regular homework are used effectively to direct pupils' next steps and to accelerate their learning and time is provided for pupils to assess their own learning and follow up on teachers' comments.
- The use of partner work in lessons excites and encourages pupils to share their ideas which are subsequently transferred into learning. This was evident in a Year 4 mathematics lesson, as pupils explored the properties of shapes. Searching and challenging questions from the teacher extended pupils' thinking and understanding effectively.
- When the pace of learning slows in lessons which require improvement or are inadequate, pupils do not learn as rapidly as they could and low-level inattention occurs. This is because teachers have not used prior knowledge of what pupils understand to plan lessons which match pupils' needs or are sufficiently challenging.

- The teaching of reading and writing is inconsistent. In the Early Years Foundation Stage and in Years 1 and 2 there is not enough challenge for the more able pupils. Teaching is stronger in Key Stage 2, where reading and writing skills accelerate and pupils make at least good progress.
- The teaching of pupils who are eligible for the pupil premium funding is managed adequately.
- Parents say and the inspection agrees that care for disabled pupils and those with special educational needs is good because all adults and, particularly teaching assistants, ensure that pupils receive appropriate support specific to their needs. As a result, all these pupils have equal opportunities and potential discrimination is tackled adequately.

The behaviour and safety of pupils requires improvement

- Most pupils show positive attitudes to learning. They enjoy school and this is reflected in the rapidly improved and currently above average rates of attendance.
- Pupils are proud of their school and enjoy being school councillors or when they help to raise funds for projects, such as recently improving the playground facilities.
- Inspector observations and school records show that behaviour is typically good, around the school and over time. Pupils enjoy school and say that bad behaviour rarely spoils lessons. In the lessons which were good pupils were fully engaged and well-behaved.
- Clear expectations of behaviour and systems for reward and sanctions are in place and most pupils adhere to these and follow schools rules effectively. Behaviour is judged as requiring improvement rather than good because when teaching is weak particularly in Key Stage 1 classes, pupils lose interest and there are some low-level disruptions to learning.
- Systems for recording and following up behavioural incidents are secure. The school has strong evidence to support how it has worked with parents to resolve issues. Strong links with other educational partners ensure that all pupils and their families are given appropriate support and guidance.
- Parents believe that behaviour is generally good and do not express concerns that their children's learning is disrupted by poor behaviour. They are supportive of the school and no concerns were raised concerning their children's well-being or safety.
- Pupils say they feel safe in school and understand how to keep safe. They say teachers and support staff have helped them to understanding how to take care when using the internet.
- A strong sense of fairness and morality is evident in the school. Treating each other fairly and with respect is evident. Pupils have a good understanding of the different types of bullying and say staff deal swiftly and effectively with any incidents that arise.
- In the Early Years Foundation Stage, care and welfare are good. The children share the limited equipment well, take turns and are happy to talk about their learning.

The leadership and management requires improvement

- During and since the change of leadership the highly experienced executive headteacher and newly appointed associate headteacher have undertaken a thorough review of the school's effectiveness.
- Through strong collaboration with the executive headteacher's own school and other schools within the local consortium, leaders and governors have worked rigorously to improve the quality of teaching and raise pupils' achievement through adopting a sharper focus on monitoring teaching and learning. The local authority provides effective support and challenge which has contributed to improving the quality of pupils' achievement.
- Senior leaders have worked closely with governors and other leaders within the school to develop their leadership roles. They have introduced more opportunities for the professional development of all staff.

- Actions taken already to improve aspects of weaker teaching and provision are beginning to be effective as the proportion of good teaching increases.
 - Good use of external consultants has provided beneficial reviews of school effectiveness and set clear actions for improving the quality of teaching and to ensure that pupils' achievement is good across the school.
 - The curriculum is broad and adequate and plans are under way for increasing its creativity, particularly in the Early Years Foundation Stage. It is suitably enriched through interesting clubs.
 - The school promotes pupils' spiritual, moral, social, and cultural development well. Good opportunities for pupils to reflect on their work, relationships and behaviour are effectively built into learning within the curriculum.
 - Parents say they are well-informed about the work of the school because of the regular newsletters and parent meetings. Safeguarding procedures meet statutory requirements.
 - **The governance of the school:**
 - has improved from inadequate at the last inspection. Members of the governing body now receive accurate information, are supportive and challenging of the school's effectiveness
 - although they ensure performance management is in place they are not fully involved in monitoring the impact of this on pupils' achievement
 - they have not fully checked that the pupil premium funding is appropriately used to improve pupils' learning.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106484
Local authority	Wigan
Inspection number	400846

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	130
Appropriate authority	The governing body
Chair	Keith Worthington
Headteacher	Warren George
Executive Headteacher	Yvonne Brown
Date of previous school inspection	13 January 2010
Telephone number	0161 790 2195
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