

Read St John's CofE Primary School

Straits Lane, Read, Burnley, BB12 7PE

Inspection dates 27–28 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school:

- Pupils make good progress and achieve well throughout the school. They have positive attitudes and are effectively prepared for the next stage in their education.
- Attainment has risen from average at the last inspection to above average in English and mathematics by the end of Year 6. Improvement in reading and mathematics has been particularly strong.
- Teaching is consistently good. Teachers have good subject knowledge that enables them to provide activities that enthuse pupils. The teaching of reading, writing, communication and mathematics is efficient.
- Pupils behave well and say they feel safe and secure in school. Attendance is above average and pupils are punctual in arriving at school.
- The leadership of the headteacher has been the driving force behind the school's good improvement since the previous inspection. Staff and the governing body work well together and morale is high. Robust self-evaluation ensures the correct areas for improvement are targeted. The action taken by leaders and governors has improved the quality of teaching and raised the level of pupils' achievement.

It is not yet an outstanding school because:

- Pupils do not attain as highly in writing as they do in reading. Not all pupils' work across the school shows accuracy in the use of spelling, punctuation and grammar
- Teachers do not maximise the time that pupils are able to work independently.
- Staff are not proficient in using questioning to extend the thinking skills of different groups.
- Pupils are not fully involved in evaluating for themselves how to improve their work.

Information about this inspection

- The inspectors observed 19 lessons or parts of lessons taught by seven teachers.
- Discussions were held with the Chair of the Governing Body, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined.
- Account was taken of the 26 responses to the on-line questionnaire (Parent View) in planning and carrying out the inspection.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Hilary Ward

Additional Inspector

Full report

Information about this school

- Read St John's is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils supported through school action is average. The proportion supported by school action plus or with a statement of special educational needs is average.
- Most pupils are of White British heritage.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- It has gained a number of national awards, including the Active Mark, and holds Healthy School status.

What does the school need to do to improve further?

- Narrow the gap between reading and writing by:
 - improving pupils' ability to construct sentences using accurate punctuation, grammar and spelling
 - providing individual pupils with precise next steps in learning in order to improve their writing.
- Improve the quality of teaching further by:
 - maximising the time that pupils are able to work independently
 - improving the ability of staff to ask challenging questions that extend the thinking skills of different groups
 - fully involving pupils in evaluating for themselves how to improve.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement from their attainment on entry, which is in line with that expected for their age, is good. They make good progress and attain above average standards in English and mathematics by the end of Key Stage 2.
- Children in the Early Years Foundation Stage show much enjoyment in all of their activities, such as when using the role-play area set up as a 'Police Station'. They work and play happily together in pairs and small groups, taking turns and sharing resources fairly. Children make good progress across the areas of learning, grow in confidence and willingly make choices for themselves.
- In Years 1 to 6, pupils have positive attitudes to learning and collaborate well to complete tasks. They are keen to make contributions to group and class discussions and show respect for the views of others, even when different to their own. Pupils show enthusiasm and interest in their work and are willing to persevere when faced with difficulty.
- Pupils have good speaking and listening skills, being able to explain their ideas clearly and concisely. Year 2 pupils use their knowledge of letters and sounds successfully to read new words. Pupils enjoy reading, and read widely and often in school and at home.
- Attainment in writing is also above average. Pupils' writing is imaginative and captures the readers' attention across a range of styles, including poetry and narrative writing. However, not all pupils' work across the school shows accuracy in the use of grammar, punctuation and spelling.
- Pupils in Key Stage 1 quickly grasp the skills of mathematical calculation skills, including quick mental recall. These skills develop at pace as pupils apply them effectively to solve number problems in a variety of real-life situations. Pupils are adept at using information and communication technology to support their learning, such as in history and geography, when researching information on the internet.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils. Their individual needs are identified early and effective extra support is provided to meet them.
- Pupils know to be eligible for the pupil premium make good progress because funding provided for them is targeted effectively on raising their achievement. There is no significant difference between the achievement and learning of different groups.

The quality of teaching

is good

- In the Early Years Foundation Stage, adults work well together to ensure children's individual needs are met. There is a good balance between activities led by adults and those chosen by children, which effectively promotes their development as independent learners. Planning is effective in ensuring that activities in the outdoor area successfully extend learning that has taken place indoors.
- Through the rest of the school, teachers plan effectively to meet the needs of different groups. They manage classrooms well so that pupils are engaged in learning and little time is lost. Relationships are good, with one pupil commenting, 'We like lessons because teachers make learning fun.'
- The professional development of staff has been successful in improving their expertise, particularly in the teaching of mathematics and reading. As a result teachers are confident in explaining new ideas and in adjusting lessons to successfully deal with any misconceptions that arise.
- Marking is used well to guide different groups to improve. It is not as effective in setting precise next steps in learning for individual pupils, especially in writing. This is a contributory factor to attainment in writing not being quite as high as in other subjects. Pupils are not fully

involved in evaluating for themselves how they might improve their work.

- Teachers have good subject knowledge and create a positive climate for learning. As a result pupils are interested and engaged, as was seen when pupils in Year 6 were creating a ghost-story character, using detailed description to build up atmosphere. Pupils wrote with great imagination although they needed more reminders about accuracy in punctuation.
- Lessons are usually well paced but there are times when pupils spend too much time listening to teachers rather than being independently engaged in learning. Questioning is used well to find out what pupils know and can do but lacks precision in extending the thinking skills of different groups.
- Teachers promote pupils' moral and social development well by their high expectations of behaviour and providing many opportunities for them to work collaboratively. Spiritual and cultural development is effectively fostered by opportunities for pupils to reflect upon their learning and to find out about cultures different to their own.
- Teaching assistants provide good support for all pupils. They are particularly effective in promoting the learning of disabled pupils, those with special educational needs and pupils eligible for the pupil premium.

The behaviour and safety of pupils is good

- Pupils behave well and, as a result, lessons run smoothly. This contributes positively to the progress they make. They are polite, courteous and considerate towards others.
- They have a good understanding of how to keep themselves and others safe. Pupils say they feel safe and secure in school at all times. They are confident that issues they raise will be dealt with promptly and effectively.
- Pupils know about the different kinds of bullying, such as cyber bullying and name calling. They say such incidents are rare and are dealt with quickly by staff.
- A few pupils find it difficult to behave responsibly at times. However, they respond positively to the school's consistently applied behaviour management strategies and disruption to learning is minimal. A scrutiny of behaviour logs and discussion with staff and pupils show that behaviour has improved over time.
- Pupils' enjoyment of school is shown by their above average attendance and consistent punctuality. Relationships at all levels are good and play a key role in the welcoming and friendly atmosphere that pervades the school.
- Pupils willingly take on a variety of responsibilities, including being a school councillor and, in so doing, enhance the life of the school. The school council gives pupils a voice in how the school develops. A good example of this is the way that, after consulting pupils, the council persuaded leaders to provide facilities for storing bicycles during the day.
- Attitudes to learning are good. Pupils are respectful of others and eager to give support when needed. They enjoy working together and are quick to celebrate each other's successes.

The leadership and management is good

- The headteacher provides clear educational direction and an ambitious vision for further improvement. This vision is shared by all involved in the life of the school. Leaders and the governing body have high expectations of pupils and staff and lead by example.
- Rigorous self-evaluation pinpoints the correct areas for development. Action taken is successful in bringing about improvement. This is exemplified in the way that pupils' achievement, the quality of teaching and leadership and management has improved since the previous inspection. The school's track record since the previous inspection shows it has good capacity for further improvement.
- The leadership of teaching, including performance management and professional development,

has been central to the school's improvement. Teaching is closely monitored and many of the previous weaker aspects are now resolved. The tracking of pupils' progress is rigorous and teachers are now fully accountable for the progress that pupils make. Challenging targets are set for each pupil and their progress towards achieving them carefully monitored so that progress accelerates.

- Staff model professional standards in all of their work and show respect and courtesy for pupils and others. Relationships at all levels are good and make a positive contribution to pupils' learning and development.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders track the progress of individuals and different groups accurately, so that any required intervention programmes can be put into place quickly. As a result pupil outcomes are positive and any unevenness between different groups is minimal.
- The procedures for ensuring the safety of pupils and staff meet requirements. Training, particularly for child protection, is of good quality. Issues about safety are integrated effectively into the curriculum so pupils have a strong understanding of how to stay safe.
- The curriculum is organised well to provide all pupils with interesting and effective opportunities for learning and personal development. It is enriched by a variety of well-attended extracurricular activities and visits to places of educational interest, such as the Roman Fort in Ribchester. It effectively promotes pupils' spiritual, moral, social and cultural development.
- Engagement with parents is good and they are kept well informed of their children's progress and achievement.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - evaluates the school's performance and influences its strategic direction
 - provides professional challenge and holds the school to account for its performance.

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	119389
Local authority	Lancashire
Inspection number	401839

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	183
Appropriate authority	The governing body
Chair	Mr David Thompson
Headteacher	Mr David Smith
Date of previous school inspection	18 March 2010
Telephone number	01282 771065
Email address	head@read.lancs.sch.uk

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