

St John Fisher Catholic Primary School

Kineton Road, Wyken, Coventry, CV2 3NR

Inspection dates 23–24 October 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There have been marked improvements in teaching and pupils' progress over the past three years. This is the result of the strong leadership provided by the headteacher.
- Pupils achieve well. By the time pupils leave at the end of Year 6, the standard of their work is consistently above average in reading, writing and mathematics.
- Teaching is most often good and is sometimes outstanding. Teachers explain new learning clearly and make sure that pupils have plenty of opportunities to practise new skills. As a result, pupils make good progress.
- Behaviour is outstanding. Pupils show great respect for all members of the school community. They say that they always feel safe and are very well cared for.
- Pupils take a pride in their school and are keen to learn.
- Leaders and managers at all levels, including the governing body, check the school's effectiveness regularly and closely.

It is not yet an outstanding school because

- Teachers do not always set clear targets for pupils to achieve in lessons.
- Pupils do not have enough opportunities to plan their own work and think for themselves.
- Teachers miss opportunities to use questions that increase the level of challenge for pupils during lessons.

Information about this inspection

- Inspectors visited all classes and observed teaching in 27 lessons. They were accompanied by the headteacher during seven of these.
- They looked at the work in pupils' books, heard a sample of pupils read in Years 1, 2 and 6, and held discussions with pupils about many aspects of school life.
- Inspectors held meetings with the headteacher, 12 members of staff, two members of the governing body, and two advisers from the local authority.
- They considered the views expressed by 20 members of staff who completed questionnaires.
- Inspectors looked at a wide range of documents, including the school improvement plan, safeguarding checks and data about pupils' progress.
- They took account of the 13 responses to the online Parent View survey. They supplemented information from this small sample through informal discussions with a large number of parents.

Inspection team

Mike Thompson, Lead inspector

Additional Inspector

David Rosenthal

Additional Inspector

Suha Ahmad

Additional Inspector

Full report

Information about this school

- St John Fisher is larger than most primary schools. The proportion of pupils from minority ethnic groups is, at 7%, much lower than the national average. Most pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is, at 13%, broadly average. About three-quarters of these pupils are supported through school action, while the remainder are at the school action plus level. There are currently no pupils with a statement of special educational needs.
- About 15% of pupils are known to be eligible for additional funding through the pupil premium, which is intended to provide additional support for children in local authority care and pupils known to be eligible for free school meals. This percentage is below the national average.
- The headteacher has been in post since 2009.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- On-site childcare, provided by St John Fisher Playgroup is independent of the school and is inspected separately.

What does the school need to do to improve further?

- Develop consistently outstanding features of teaching in all lessons by ensuring that teachers:
 - fine-tune their planning and questioning to make sure that there are clear targets for pupils to achieve and high levels of challenge in all lessons
 - routinely use strategies to make sure that pupils think more for themselves and develop skills in planning how they are to tackle and set out their work.

Inspection judgements

The achievement of pupils is good

- By the time that pupils leave at the end of Year 6, their attainment is, typically, the equivalent of more than a term ahead of pupils nationally.
- Children's levels of skills on entry are close to those expected nationally of four-year-olds. Overall, children get off to a good start in the Early Years Foundation Stage.
- Throughout the school, the proportion of pupils making and exceeding expected progress compares favourably with national figures. This is because the progress of all pupils is closely monitored and extra help is carefully targeted at those who are in danger of falling behind.
- The positive impact of the teaching of phonics (the sounds that letters make) is evident in the skills displayed by some of the least able Year 1 pupils. These pupils have secure knowledge of the sounds of individual letters and those produced by combining letters.
- Pupils who initially struggle to master phonics benefit greatly from outstanding individual tuition and catch up quickly. Throughout the school, pupils' competent reading, together with good skills in writing and mathematics, help them learn quickly in other subjects.
- Pupils are well prepared for the next phase of their education. Pupils read well in relation to their age, and make good use of their skills to help unlock learning in other subjects. They become skilled in writing through direct teaching and regular opportunities to practise.
- Pupils develop their skills in numeracy well. They quickly become adept at identifying patterns in numbers and, by Year 6, have good recall of multiplication tables.
- The school makes effective use of the extra funding it receives for pupils whose home circumstances might result in educational disadvantage. Last year, this money was used to buy additional resources to help improve standards in reading, writing and mathematics across the school. The pupils eligible for this funding make good progress.
- Throughout the school, staff keep a close check on the learning of disabled pupils and those who have special educational needs. Teachers use the information gathered to adjust their planning and to tailor the help provided for these pupils. As a result, these pupils make good progress.

The quality of teaching is good

- Teaching of phonics is consistently good and sometimes outstanding. It is crisply paced, with short, sharply focused activities that gradually increase the level of challenge.
- A phonics lesson in Year 1 typified the good teaching observed. The teacher modelled correct pronunciation well, and pupils listened carefully before taking their cue to repeat what they had heard. The teacher made effective use of 'Fred the frog' (a toy) as an observer of what pupils were achieving. This helped focus their efforts.
- Weaknesses in teachers' assessments of pupils' progress, quickly identified by the headteacher and the local authority in 2009, have been eliminated. Teachers now have an accurate view of pupils' achievement. This enables them to vary the pitch of new tasks to meet the different

learning needs of pupils.

- Teachers are good at using questions to check pupils' understanding of what they have to do, and to help adjust their teaching if necessary. However, they often miss opportunities to increase the level of challenge during lessons through extra questions.
- In the Early Years Foundation Stage, teachers' written comments about closely directed activities, such as writing tasks, provide a very clear record of how well children are achieving. These notes are useful in helping teachers plan the next steps that children need to take. Sometimes, notes about other activities in the Early Years Foundation Stage tend to describe what children are doing rather than judging how well they are learning. These notes do not provide a clear enough basis for future planning.
- Teachers know their pupils well and closely check on how well they learn. They pay particular attention to disabled pupils and those who have special educational needs. This ensures that the work provided for these pupils is closely matched to their identified needs.
- The assistants who support teachers are highly skilled in explaining and modelling what needs to be done. Their work with individuals or small groups makes a valuable contribution to pupils' learning.
- Lessons do not always provide opportunities for pupils to make decisions about their learning or use their initiative. This occurs when teachers' planning focuses more on the activities to be tackled than the learning that is to be developed and when the targets set for pupils to achieve lack precision.
- Teachers' marking helps pupils to improve their work. This is because pupils respond well to the comments that teachers make, either by correcting errors or reflecting on their learning and adding their own views about how well they have tackled their work.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are outstanding. They are very attentive, concentrate well, eagerly answer teachers' questions, and take a keen interest in their work. As a result, lessons are productive.
 - Pupils clearly know right from wrong and have a very strong sense of fair play. They consistently show courtesy and good manners towards each other and adults. Instances of unacceptable behaviour are infrequent. Where there are disputes they are usually the result of name-calling.
 - Pupils are fully aware of different forms of bullying and say that instances of any kind are extremely rare. The school acts quickly and effectively whenever these occur. Records of these incidents are extremely thorough and show that the parents and carers of the children involved are fully consulted.
 - The school ensures that pupils have a very clear understanding of how to keep safe. They are well informed about the importance of using the internet safely.
 - The school promotes a very strong sense of 'family', and pupils feel respected and valued. One pupil summed up the views of many when commenting, 'I shall really miss the school when I
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leave because I feel safe and I am really well looked after.’ All pupils interviewed said that the rules for behaviour are fair and are very clear. Pupils subscribe to them so well that teachers rarely need to remind pupils of what is expected of them. For example, the behaviour observed at mid-morning break was exemplary.

- Parents and carers say that behaviour is good and none voice concerns about bullying. Parents and carers greatly value the quality of education and care provided. They show this through the support that they give to the school, and by ensuring that their children attend regularly and arrive punctually. Attendance rates are consistently high.

The leadership and management are good

- The headteacher has successfully developed the teaching and leadership skills of the staff. Over the past three years this has been achieved through high-quality training, advice and support provided by the local authority and external consultants.
 - All members of staff interviewed spoke positively about the training provided. For example, the assistants who support the teachers said that tuition had greatly improved their confidence and expertise. They particularly appreciate the professional feedback they receive, and the positive impact this has on their performance.
 - The headteacher has a very clear vision for the school to which parents, carers, staff and governors fully subscribe. This is shared effectively with parents and carers through, for example, regular newsletters and the school website. In turn, parents and carers have extremely positive views of the school. Many singled out the headteacher for praise, particularly for her quick and thorough response to any concerns raised.
 - The standards leaders, who are key members of the senior leadership team, play an important role in monitoring and improving the quality of teaching and learning and have an accurate view of the impact of teaching on pupils’ achievement. The school’s leaders are acutely aware that teachers’ pay needs to be linked to the effectiveness of teaching in raising standards, and leaders are successful in ensuring that this is the case. The targets set for teachers to achieve are effective in driving improvement.
 - The activities provided in lessons capture pupils’ imaginations and hold their interest. In addition, there is a good range of after-school activities provided on a regular basis to enrich pupils’ learning. Pupils greatly enjoy these. For example, art, film, cooking and sports clubs are invariably oversubscribed.
 - The school is highly effective in promoting pupils’ spiritual, moral, social and cultural development. A very clear moral code permeates all aspects of school life. Pupils’ achievements are regularly celebrated through, for instance, the ‘star of the week’ awards. Parents and carers are kept fully informed of these awards through regular newsletters. Opportunities for pupils’ cultural development feature regularly.
 - The quality of care guidance and support provided for pupils is outstanding. This is a school in which pupils are warmly welcomed and equally valued, and discrimination has no place.
 - The school’s effective track record in accelerating pupils’ progress in recent years clearly demonstrates its good capacity for further improvement.
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■ **The governance of the school:**

- is well informed and continuously monitors the work of the school
 - ensures that safeguarding fully meets requirements and that the safety and well-being of pupils has the highest priority
 - is effective in checking that improvements in pupils' progress are sustained
 - ensures that the budget is carefully managed.
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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	103713
Local authority	Coventry
Inspection number	400645

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	416
Appropriate authority	The governing body
Chair	Robert Wright
Headteacher	Denise Mooney
Date of previous school inspection	28 April 2010
Telephone number	024 76443333
Fax number	02476 650236
Email address	admin@st-johnfisher.coventry.sch.uk

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