

St John's Church of England Primary School

Winsford Avenue, Allesley Park, Coventry, CV5 9HZ

Inspection dates 17–18 January 2013

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.

- Children make good progress in Reception because teaching for them is consistently good. Effective leadership ensures close links with local nursery settings and that all staff work together well.
- Pupils of all ages do particularly well in reading because of the excellent start they have in Reception, linking letters and sounds (Phonics). Reading is effectively taught throughout the school.
- Learning is effective in all Key Stage 1 and 2 lessons because teaching is consistently good and occasionally outstanding. Teachers plan interesting and challenging tasks that motivate pupils and make learning fun.
- Behaviour is good in lessons and around school. Pupils feel safe because of the excellent family atmosphere generated by all adults in this caring and friendly school.
- The headteacher has deservedly won the confidence of everyone and staff share his vision to create an outstanding school. Regular checks on teaching by all senior leaders and checks on pupils' progress by all staff are helping to raise standards.
- Governance is good. Governors use their considerable expertise to ask senior leaders searching questions about how well the school is doing. This contributes to the good capacity to improve.

It is not yet an outstanding school because

- The progress of a minority of pupils who have special educational needs is not rapid enough in some lessons and as a result, their attainment compares unfavourably with similar pupils in other schools.
- Too few governors are involved in checking on school improvement and reports of their visits to school are not always produced.

Information about this inspection

- Inspectors observed 12 lessons taught by eight teachers. Two were joint observations with the headteacher and deputy headteacher.
- Meetings were held with the pupils' council, a group of other pupils from Key Stage 2, two governors, and staff with management responsibilities.
- A meeting was held with a representative of the local authority to discuss the support and advice provided for the school.
- There were 61 responses to the online questionnaire (Parent View) by the end of the inspection. The inspectors also sought the views of parents and carers before the school day.
- The inspectors observed the school's work, and looked at a number of documents including the school's own data on pupils' recent and current progress, planning for school improvement and records of checks on teaching and pupils' progress.
- Records relating to behaviour, attendance and safeguarding were scrutinised.
- The before- and after-school club was inspected.

Inspection team

Joseph Peacock, Lead inspector

Additional Inspector

Joanne Sanchez-Thompson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Just over 10 per cent of pupils are from a minority ethnic background but almost all speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding for children in local authority care and pupils known to be eligible for free school meals, is below average.
- The proportions of pupils supported through school action, school action plus or a statement of special educational needs are all broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new deputy headteacher started in September 2012.
- The before- and after-school club, called the Ewe Club, is organised and managed by the governing body. It is included in the inspection.

What does the school need to do to improve further?

- Accelerate the rate of progress for pupils who have special educational needs to ensure that more achieve expected levels of attainment in English and mathematics by;
 - planning tasks that are challenging and closely matched to individual pupils' abilities
 - making sure teachers and teaching assistants, through training, have the skills needed to meet the learning needs of these pupils
 - ensuring that senior leaders track individual pupils' progress more often and provide additional support for any who are falling behind in any year group.
- Ensure that a higher proportion of governors visit the school and record the outcomes of their visits, in order to help evaluate how well the senior leaders are tackling the priorities identified for improvement.

Inspection judgements

The achievement of pupils is good

- When they join the Reception Year, children's skills and understanding are broadly typical for their age. Early writing skills on entry have been identified as a weakness for the past two years and staff are liaising with local nursery settings to raise awareness and improve skills.
- Consistently good teaching ensures routines are quickly established and children make good progress in all areas of learning. They are confident in role play activities and work well together on the good range of activities such as recognising shapes and counting backwards. Outdoors all enjoyed making shapes in the snow and counting footprints. Some worked creatively to build a cave outdoors to protect them from dinosaurs. Children are supported closely by skilled and conscientious teaching assistants and all talk confidently to adults.
- Children in Reception make excellent progress when learning letters and the sounds they make (phonics) because of the quality of teaching and use of technology such as touch screens. Phonics teaching is a strength throughout the school enabling all to do especially well in reading and writing. Pupils have secure strategies to read unfamiliar words, such as sounding out letters or breaking up longer words. Reading volunteers further support pupils' reading skills enabling all to read competently.
- Effective teaching successfully tackled the dip in attainment in 2012 which was due to a higher ratio of lower attaining pupils and many joining the school mid-way through Key Stage 2. Consequently, most made good progress from their starting points. Currently, standards in English and mathematics by Year 6 are above average with pupils continuing to make good progress. Spelling is usually accurate. Boys' writing has been a focus for improvement and as a result of this, their attainment has been improved with boys doing as well as those in other schools.
- Mathematics skills are promoted well. Effective strategies such as a daily Year 6 booster group, the use of computers and calculators, and planning interesting and challenging tasks are raising standards. All pupils enjoy the competitive and fun element of solving mathematical problems such as labelling the capacity of jugs for the teacher dressed as a wizard's assistant or measuring ingredients to make fruit cocktails.
- The progress of disabled pupils and those who have special educational needs is good. In many lessons, these pupils are supported effectively by teachers and teaching assistants. However, their progress is inconsistent depending on the quality of teaching and the support they receive when they are taught outside the classroom in small groups. In Year 6 in 2012, too many did not make rapid enough progress to attain expected levels.
- Individual help in lessons is well targeted towards pupils who are supported through pupil premium funding. As a result, almost all of these pupils are helped to maintain as good a rate of progress as other pupils. There is no significant gap between their attainment and that of other groups.

The quality of teaching is good

- Teachers mostly have high expectations of pupils and usually match work closely to the full range of ability levels. There is a good pace to learning in lessons and, because work is

interesting, pupils have positive attitudes and behave well. Consequently, pupils achieve well and are well-prepared to move on to secondary school.

- In Reception, staff plan exciting activities for children to enjoy both indoors and outside. The teaching of phonics is excellent enabling all to learn letters and their sounds quickly. Staff are very caring and attentive, ensuring all children have the support that they need to do well.
- Teachers frequently check and accurately judge pupils' rates of progress. Most use this information well to plan relevant tasks for pupils of different abilities. Pupils know their targets for learning and what is expected for them to achieve at different levels.
- Marking is thorough and has been improved significantly since the previous inspection. It gives pupils clear guidance on how to improve their work.
- Pupils' basic literacy and numeracy skills are developed well in lessons and in weekly homework tasks. However, pupils who have special educational needs are not always provided with sufficiently challenging work and their pace of learning slows when they are not supported effectively enough as they work in small groups outside the classroom.
- Support for the very few disabled pupils, provided by teachers and teaching assistants with relevant specialist knowledge, is effective and ensures that they make good progress.
- Pupils often use computers to complete their work which helps develop information and communication technology skills. Year 3 benefited from the support of an IT specialist as they used laptops and iPads to research facts about Tudors in an English lesson, for example.
- Teaching and learning in music have a high profile with many opportunities for pupils to learn to play an instrument. Pupils are proud that their choir was judged the best in the city in a recent competition. Singing is exceptional in assembly.

The behaviour and safety of pupils are good

- Behaviour in lessons and around school is invariably good. Pupils are thoughtful and polite, and this has a positive impact on the quality of learning and enhances the family atmosphere.
 - All pupils thoroughly enjoy the excellent start to school provided by staff in the Ewe club. The outstanding level of care and enjoyable activities make the after-school sessions equally popular. 'It is a struggle to get him to come home' was a typical parental view.
 - Pupils are safe and enjoy coming to school and attending the Ewe club. This is reflected in their consistently above-average attendance which is the highest in the city. Parents spoken to during the inspection agree that their children are happy and feel safe. All pupil councillors agreed that, 'Teachers have a way with pupils!' and said that 'It is real easy to make friends.'
 - Pupils are rarely concerned about bullying. Others telling tales about them was the only example given by pupils. All have a good understanding of different types of bullying, such as making racist comments, name-calling and misuse of mobile phones.
 - There have been no exclusions in the past year, showing how well pupils behave. All pupils have
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a good knowledge and understanding of the school code of conduct and try to keep their class rules, which successfully promote consideration for others.

- Assemblies are happy and popular occasions with values such as perseverance being successfully promoted. Many parents and carers attend the weekly celebration assembly and say it is the highlight of their week and that they would not miss it.
- Behaviour is consistently well managed and any cases of inappropriate behaviour are dealt with immediately and effectively by staff. Mostly, pupils sort out any disagreements by themselves.
- A good range of after-school clubs in sport, dance, computers and music contribute well to pupils' achievement and their spiritual, moral, social and cultural development. Many pupils enjoy learning to play music. Religious studies and topics covering world religions give pupils a good understanding of their own and other faiths.

The leadership and management are good

- The headteacher has earned the respect of staff, governors and parents for his dedication and the way he inspires everyone to do their best. Staff have created a warm, family atmosphere in which pupils can feel safe and enjoy learning. Senior staff support the headteacher effectively to ensure the school runs smoothly and efficiently.
 - Staff have clearly defined responsibilities and are fully involved in evaluating pupils' progress. Pupil progress meetings ensure relevant support for any who are falling behind in any subject area. Teaching is checked in detail in the half-termly lesson observations helping to ensure it is consistently good.
 - Staff questionnaires show that the vast majority hold positive views about school. 'Proud to work at St John's' is a typical comment. Professional development has a high profile with many training events aimed at improving quality and standards. However, some teaching assistants do not demonstrate the ability to effectively promote learning and progress when teaching groups of pupils who have special educational needs.
 - Progression through the pay scale is closely linked to teachers' performance in ensuring pupils' successful learning and progress. *Teachers' Standards*, issued by the Department for Education and effective from September 2012, are used effectively in judging teaching quality. Good support for newly qualified teachers ensures that their teaching is consistently good.
 - The school does all it can to ensure pupils have an equal opportunity to succeed, and refuses to accept discrimination of any kind. The successful integration of the few disabled pupils reflects the school's principles on inclusion and equality.
 - The local authority judges this is a rapidly improving school and provides as much support as the school requests. Periodically it checks the school's performance to ensure it continues to improve.
 - The school works well with parents and carers. Almost half of all parents responded to the online questionnaire and were mostly positive about their children's experience at school. A few would like more information about their child's progress and this will be investigated further by the
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school. All agreed that pupils are happy, and virtually all said that they would recommend the school to others.

■ **The governance of the school:**

- There is a small core of governors who visit the school regularly to find out for themselves how effectively the headteacher and staff are working. Their visits are not always focused on the school's identified priorities, missing the opportunity to give senior staff another view of school improvement. Visiting governors do not routinely produce a written report of their visit. However, the governing body has a wide spread of expertise and governors are effective in helping the school to improve through their interest, support and by asking leading questions. Each year the performance of the headteacher and all teachers is checked using information about pupils' progress and standards achieved. Governors are appropriately trained, with most having recently attended training sessions. Governors know how well the school's performance compares to that of similar schools nationally. Financial resources, including pupil premium funding, are well managed. The additional resources and support, funded through the pupil premium, are ensuring that most pupils who are disadvantaged make good progress alongside others. The governing body has a good knowledge of child protection and safeguarding matters and all current national requirements relating to safeguarding are met.
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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	103704
Local authority	Coventry
Inspection number	400644

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	186
Appropriate authority	The governing body
Chair	Robert Harper
Headteacher	Andy Brown
Date of previous school inspection	16 September 2009
Telephone number	024 766 74092
Fax number	024 766 91806
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