

St John and St James CE Primary School

Grove Street, Edmonton, London, N18 2TL

Inspection dates 13–14 February 2013

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		Good	2
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

- Teaching is not consistently good enough to make sure that pupils always achieve well.
- Expectations of achievement are not high enough. Although the standards reached by pupils in English and mathematics have been improving over time, they are still below national levels.
- Pupils do not achieve as well in mathematics as they do in English.
- Due to too much variation in the quality of teaching, pupils make uneven progress as they move up through the year groups.
- Leaders do not do enough to make sure that teaching is always at least good so that pupils make more rapid progress. Governors do not challenge the school sufficiently to ensure it improves sufficiently quickly.
- Teachers do not always use information about pupils' progress to plan lessons that cater well enough for pupils of different abilities.
- Teachers often talk for too long when introducing lessons. As a result, some pupils become restless and there is too little time to complete the lesson's main activity.

The school has the following strengths

- The school promotes spiritual, moral, social and cultural development well. Pupils cooperate harmoniously with one another in lessons and around the school and have good attitudes to their learning.
- The headteacher has a clear vision, shared by governors, for the school and has established and maintained a calm, safe and secure working environment for pupils. Attendance figures have risen to above national averages.
- The school helps children to develop their speaking and listening skills effectively, often from low starting points. Pupils have regular opportunities to read to teachers and support staff in school and so they learn to read fluently.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, including two joint observations with senior leaders, and conducted a number of shorter visits to lessons across the school.
- Meetings were held with the Chair of the Governing Body and two other governors, the headteacher and other school leaders, and a representative from the local authority.
- Inspectors listened to pupils reading and discussed their reading habits with them. They also met with two groups of pupils to listen to their views about the school and their learning.
- They took account of 15 questionnaires returned by staff and met informally with a few parents as they arrived at school. No evidence was gained from the on-line questionnaire (Parent View) as there were too few responses.
- A number of the school’s documents were examined. These included the school’s most recent data about pupils’ progress, the school’s self-evaluation and development plan, evidence about monitoring and evaluating teaching, external reviews by the local authority and records relating to behaviour, safeguarding and attendance.

Inspection team

Jim McVeigh, Lead inspector

Additional Inspector

Janice Thomas

Additional Inspector

Madeleine Gerard

Additional Inspector

Full report

Information about this school

- St John and St James CE Primary School is housed in a well-proportioned and spacious building, recently completed.
- The school is larger than average and is expanding. Currently, there is one class in each Year 5 and Year 6 group but two classes in every other year. Morning and afternoon Nursery classes were started this year as part of the school's Early Years Foundation Stage.
- The school population includes pupils from a wide range of minority ethnic backgrounds. The largest groups are of Black, Black British, Caribbean heritage and African. A higher than average proportion of pupils speaks English as an additional language.
- The number of pupils eligible for the support through the pupil premium (funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services) is above average.
- The proportions of pupils who receive extra support through school action or school action plus or a statement of special educational needs are above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good by making sure that all teachers:
 - have high expectations of what pupils can achieve in a lesson so that the work is demanding enough for pupils of all abilities
 - begin the lesson's main activities promptly and maintain a good pace so that pupils are not passive for too long
 - give pupils the chance to respond to teachers' comments on how to improve their work.
- Accelerate pupils' progress in mathematics by:
 - including more activities where pupils have to solve problems and apply their mathematical skills to real-life situations
 - providing many more opportunities for pupils to use their mathematical skills in other subjects.
- Improve leadership and management by making sure that:
 - the monitoring and evaluation of teaching are rigorous enough to bring about the required improvement
 - the good and better teaching practice that exists in the school is shared amongst all teachers
 - governors' visits to the school have a clear, focused purpose so that governors can challenge the school to improve more effectively
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The standards achieved by pupils at the end of Year 6 are lower than national averages in reading, writing and mathematics. As a result of varying quality in teaching, the progress made by pupils over time is inconsistent, with progress being better in some year groups than others.
- Pupils do less well in mathematics than in English because the work they are asked to do is not matched closely enough to their individual abilities and they do not have enough opportunities to use their mathematical skills to solve problems or in other subjects.
- Disabled pupils and those with special educational needs make progress in line with their peers. Pupils known to be eligible for free school meals, supported by pupil premium, are making more rapid progress this year because of focused support. However, their attainment as measured by the average point scores is still below that of other pupils in the school in both English and mathematics.
- Children join the Reception with skills that are generally below, or well below, those expected for children of their age, particularly in their language and communication skills. They make good progress in their learning especially in personal, social and emotional development and in developing their language skills.
- Prior to September 2012, children arrived from a wide range of pre-school providers. The school has now opened its own Nursery in which children are making good progress.
- In Years 1 and 2, although pupils continue to improve, particularly in their reading and writing, their standards in reading, writing and mathematics are still below average. However, older pupils were able to read fluently and with good understanding. They enjoy reading and do so regularly.
- The school promotes equality of opportunity, for example by taking care to develop the communication skills of those for whom English is an additional language. However, the achievement of all groups of pupils, including those from minority ethnic backgrounds, requires improvement because progress in some year groups is too slow.

The quality of teaching

requires improvement

- Although the quality of teaching is improving, it still varies too much across the school and there is not enough that is consistently good or better.
- Teachers do not always plan activities in lessons that match pupils' abilities closely enough and so the work is often too easy or too hard for them. For example, when Year 4 pupils were asked to make up number sentences that would equal a given number, this was too easy for more able pupils.
- Teachers often talk for too long when introducing lessons and pupils, with nothing active to do, become restless and have less time to try things out for themselves.
- Pupils learn basic number facts well and can solve straightforward sums. However, they lack confidence in using their skills to solve mathematical problems expressed in words, or to apply their skills in real-life situations, because they are given too few opportunities to do so. Pupils do not have enough chances to practise their number skills in other subjects.
- Teachers follow the school's marking policy and mark pupils' work regularly. Pupils appreciate teachers' helpful advice or extension questions but they are not always given opportunities to respond to this feedback, and this slows their progress.
- In the Reception and Nursery, adults often provide stimulating activities based around a single topic that captures children's interest and sparks their imagination. Adults help to improve children's phonic skills well through engaging writing tasks, regular teaching of the sounds letters make and frequently engaging children in conversations about their play.

The behaviour and safety of pupils are good

- Pupils say they look forward to coming to school and enjoy their lessons. Since the last inspection, attendance figures have risen to above average. Pupils persevere with set tasks, present their work neatly and generally behave well in lessons, especially when teaching is good. They usually listen considerately to one another when sharing ideas and collaborate well in small groups.
- Around the school, pupils are courteous and polite to adults and one another, for example offering friendly greetings to staff or holding doors open for others. Pupils know the school's behaviour code, its rewards and sanctions, and, as one pupil said, 'We have learned that we must always respect one another.'
- Pupils are appropriately supervised in the well-designed new playground and have a good range of resources to use in their games. They usually socialise and play together sensibly and often adults organise group games for them so that there are no pupils without someone to talk to or play with.
- Pupils feel safe and well looked after in the calm, secure environment of the school. They have learned how to stay safe, for example when using the internet or when crossing the road. Pupils talk confidently about healthy eating and the need for regular exercise.
- Pupils are aware of the different forms of bullying, but do not consider bullying to be a problem at the school. They know they should tell an adult if they see or experience bullying and are confident that it will be resolved quickly by staff.
- The school provides good pastoral care to its pupils, including through such things as U-zone (a counselling service), Talk Time, where pupils can share their concerns with a member of staff in confidence, and the daily breakfast and tea-time clubs.
- Staff, governors and the parents spoken to believe behaviour and safety at the school are good. The school records any incidents of poor behaviour, such as rough play or rudeness, although leaders recognise that there is scope for analysing this information in more detail.

The leadership and management requires improvement

- School leaders have not yet done enough to make sure that the best practice in teaching is shared widely across the school. They do not always focus enough on making sure that teachers set work at the right level of difficulty for their pupils. As a result, the quality of teaching is too variable and not enough is consistently good or better, and pupils' achievement is not yet good.
- The headteacher, supported by the other school leaders, has created a safe, calm and secure environment for pupils to learn in. Through a strong pastoral care system, the leaders have ensured that all children, including the most vulnerable, quickly settle well into school life.
- Senior leaders have identified the main priorities for school improvement. They have increased the support given to pupils in all year groups who are not making enough progress. They have strengthened the school leadership team with recent appointments to improve the Early Years Foundation Stage and to improve further the support for disabled pupils and those with special education needs, as well as the most able. However, it is too early to see the full impact of these changes.
- Senior leaders have revised the school's approach to the range of subjects and activities offered to pupils. Pupils regularly practise their writing and computer skills in a wide range of subjects, but there are not enough opportunities for them to use their mathematical skills. Pupils' work in the classroom is enriched by a range of visitors and visits, including a residential visit that Year 6 pupils enjoyed and still remember vividly.
- The local authority provides effective support to the school through training for teachers and governors.
- With the extra support given by the school this year, pupils receiving the pupil premium funding and those who are disabled or with special educational needs are making better progress.

Consequently, the school demonstrates the capacity to improve further.

■ **The governance of the school:**

- Governors are aware of the school’s strengths and areas for improvement through reports from the headteacher and other leaders and external reviews by the local authority. Although some governors visit the school to see it in action, the visits do not yet have a planned focus and this limits the potential for governors to gain first-hand evidence on the quality of the school’s work. They share the headteacher’s vision, set robust targets for staff performance and ask probing questions. Governors have received training in such things as safer recruitment and understanding pupil performance figures. They ensure the pupil premium funding is used effectively to raise the achievement of disadvantaged pupils. Governors are aware of the quality of teaching and ensure that teachers’ pay progression is linked to how well pupils perform.
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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	102032
Local authority	London Borough of Enfield
Inspection number	404803

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	378
Appropriate authority	The governing body
Chair	Gloria Powell
Headteacher	Heather Knightley
Date of previous school inspection	10–11 February 2011
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