

Mexborough St John the Baptist Church of England Primary School

Sedgefield Way, Mexborough, South Yorkshire, S64 0BE

Inspection dates

26–27 March 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.

- Pupils in all classes are making rapidly improving progress in English and mathematics.
- Standards in English and mathematics for pupils currently on roll are above average.
- The standards of writing for children in Reception are high.
- Teaching and learning are consistently good throughout the school and much is outstanding. Excellent relationships in lessons create a climate in which pupils' learning can flourish.
- The quality of teaching and pupils' standards of music and art are high.
- Lessons are almost never disrupted by misbehaviour and pupils show considerable respect for everyone. Pupils say they feel very safe and bullying is rare.
- The recently appointed headteacher and new appointments to the governing body have had a significant impact in improving standards due to very high expectations. The quality of teaching and pupils' work are rigorously checked. Teachers and other adults are held to account by senior leaders and governors but are also given exceptionally good guidance as to how their teaching can be improved.
- Highly effective teamwork is driving up standards. As a result, both the quality of teaching and pupils' achievement are improving rapidly.

It is not yet an outstanding school because

- Pupils' progress and standards in writing in a small minority of classes are not as high as in reading and mathematics.
- Not all pupils understand clearly enough what they must do to improve their work.
- Outdoor learning in Reception is not as good as that seen in classrooms.

Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, including one joint observation with the headteacher. Short visits were also made to classrooms and inspectors listened to pupils read.
- Meetings were held with pupils and other opportunities were taken to talk with pupils on the playground and parents at the school entrance. Discussions were also held with members of the governing body, a representative of the local authority and members of staff including senior and middle leaders.
- Inspectors observed the school's work and looked at a range of documents including data on pupils' progress, school development plans, documentation relating to teachers' performance over time and records relating to pupils' behaviour and safety.
- Inspectors took account of the 12 responses to the online questionnaire (Parent View) and the results of the school's own questionnaires completed by parents and staff.

Inspection team

John Dunne, Lead inspector

Additional Inspector

Cathy Morgan

Additional Inspector

Full report

Information about this school

- St John's is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils who are eligible for the pupil premium (additional government funding for children from service families, those children who are looked after or those known to be eligible for free school meals) is below average.
- The large majority of pupils are from White British backgrounds.
- There are no pupils at an early stage of learning English.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress in English and mathematics.
- The Daisy Chain Nursery operates in the school building, but is not managed by the governing body and is inspected separately.
- A newly appointed headteacher took up post in January 2013 and there have been many recent appointments to the governing body.

What does the school need to do to improve further?

- Ensure that pupils in all classes make at least good progress in writing, by improving all teachers' subject knowledge and understanding of how to teach writing more effectively, through sharing the outstanding practice that exists within the school.
- Raise standards further in English and mathematics, particularly in writing, by ensuring that all marking gives pupils detailed information about what needs improving and how to do it, and gives them time to practise it again, so that they can learn from their mistakes.
- Increase the opportunities for children in Reception to learn more effectively and practise new skills, by providing more stimulating equipment and activities in the outdoor spaces.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills below those expected for their age. The secure and friendly environment and good links with the Nursery helps children settle in very quickly.
- From these low starting points, good teaching enables children to make good progress throughout Reception. The skill levels of children in the Early Years Foundation Stage have risen significantly over the past three years. By the time they join Year 1, most children reach standards that are overall approaching average. However, for children currently on roll, their skills in writing are well-above average.
- This good progress is sustained as pupils proceed through Years 1 and 2 and standards at the end of Key Stage 1 have been above the national average for the past three years. In the past, this has not been the case in Key Stage 2, where standards have remained broadly average and progress has not been as good. Lessons, pupils' books and the school's rigorous and accurate checking of pupils' progress provide compelling evidence that achievement in Key Stage 2 has been transformed and is on a rapidly rising trend.
- Standards in music and art are well-above average.
- For pupils currently on roll, the proportion making greater-than-expected progress in reading and mathematics is significantly higher than seen nationally in every year group. It is also higher in writing in the majority of classes.
- As a result of the good teaching of letters and sounds, pupils reach above average standards in reading by the end of Key Stages 1 and 2.
- The school promotes equal opportunities well. As a result, disabled pupils and those who have special educational needs make good progress. Those pupils supported by the pupil premium make as good progress or, in some cases, better progress than others. For example, currently there is no discernible gap between the standards reached by those known to be eligible for free school meals compared with other pupils and this is much narrower than the gap between these pupils nationally.

The quality of teaching is good

- The quality of teaching is consistently good overall and much is outstanding. The improvement in standards clearly indicates that teaching has improved over time.
- In one mathematics lesson, outstanding teaching enabled pupils to make rapid gains in their addition skills because:
 - the pace of the lesson was brisk and it built strongly upon what pupils had already learnt
 - the teacher had exceptionally strong subject knowledge and used this to plan tasks which inspired pupils so they were really enthusiastic about what they were learning
 - the work was skilfully adapted for pupils working at different levels and teaching assistants were very well deployed and so pupils of all abilities were being 'stretched'
 - adults had very high expectations and, as pupils showed they had mastered a skill, they were quickly moved on to harder work.
- In almost all lessons, planning is meticulous and well adapted to match the needs of all groups of pupils, taking into account teachers' knowledge of what pupils have securely learnt and any misunderstandings in their learning.
- In the Early Years Foundation Stage, there is a strong focus on making sure that children quickly settle into well-understood routines. Consequently, they are able to make the most of the good teaching in classrooms. When children move to the outdoor spaces, teaching is not as good because there is a limited range of equipment for children to use and a minority of tasks do not fully extend children's learning.
- Most work is well marked and some marking is exemplary. In a minority of classes, marking

does not make it clear as to what pupils need to do to reach the higher levels. Also, pupils are not always given the chance to have another attempt at work they have misunderstood and so they are not able to learn from their mistakes.

- Teachers are skilful in teaching pupils how to improve in mathematics and reading. In a small minority of classes, they are less effective in showing pupils how they can use their good reading skills to improve their writing.
- The teaching of music and art is particularly strong. Many lessons encourage pupils to explore a wide range of cultures and faiths. This exploits pupils' curiosity and strongly promotes their spiritual and cultural development.

The behaviour and safety of pupils are good

- Pupils are enthusiastic learners; they enjoy school and concentrate well. Teachers and other adults have high expectations of behaviour and have excellent classroom management skills and pupils find most learning activities interesting. Consequently, behaviour issues in lessons are extremely rare and almost never interfere with learning.
- Teachers and support staff know their pupils well and build extremely good and caring relationships.
- Pupils' ability to work well on their own makes a significant contribution to their good learning. Pupils also work well together. For example, if they struggle with a problem in class, their first approach is often to talk to another pupil because they are encouraged to support one another. Very occasionally, when teaching is less successful, a few pupils lose concentration and this slows their progress.
- Pupils say that they feel very safe and greatly enjoy school. Pupils are well informed about different types of bullying that they may come across. They also say that bullying of any kind is almost never a problem.
- Pupils have a good understanding of the possible dangers when using computers, the internet and other new technologies and how to avoid or react to them.
- In lessons and around school, pupils treat each other, and the adults working with them, with high levels of respect, tolerance and understanding.
- The way in which pupils from different cultures and backgrounds get on well together and support each other are impressive features of the school and create a very happy and positive atmosphere. Pupils are extremely polite and well-mannered and move sensibly around the school.
- Pupils are punctual to lessons and their attendance has improved significantly over the past two years and is now above average.
- Parents, pupils and staff expressed highly positive views about standards of behaviour in lessons and around school and this matched the good behaviour observed throughout the inspection.

The leadership and management are good

- In September 2012, a temporary, executive headteacher was appointed and the current headteacher took up the permanent position in January 2013.
- Throughout this period, both headteachers have worked together successfully and have benefitted from good support from a newly invigorated team of governors and the local authority. This period of significant change has been skilfully managed to put in place an efficient team of capable and committed senior and subject leaders with a shared determination to rapidly bring about improvement.
- Senior and subject leaders manage their areas of responsibility well. They regularly and carefully check up on how well pupils are doing and use this information to swiftly put in place actions to deal with any pupil or group that start to fall behind. As a result, pupils' good progress in Key

Stage 1 has been maintained and attendance and standards overall have improved strongly in Reception and Key Stage 2, demonstrating the school's capacity for further improvement under the outstanding leadership of the current headteacher.

- Leaders at all levels are fully aware that, in a small minority of classes, standards of writing are not high enough. They have clear plans as to how these improvements can be achieved; primarily, by sharing the considerable expertise which already exists within the school.
- The quality of teaching is checked regularly. Staff are given good guidance about what they need to do to improve and receive high quality training to support their development. Teachers are set clear and challenging targets based on improving their teaching and making sure pupils make good progress. Teachers only move up the pay scale when they can clearly demonstrate that their teaching is good enough to secure good achievement.
- Pupil premium funding is used well to provide additional, small-group teaching in English and mathematics which is improving standards for those pupils.
- The good curriculum provides many opportunities for pupils to use their writing skills creatively and across many subjects and this is contributing well to raising the standards of writing.
- There are many opportunities for pupils to take part in high-quality artistic and musical activities and these make a strong contribution to their spiritual, social and cultural development.
- The local authority provided good support during the changes in leadership and continues to do so.
- **The governance of the school:**
 - During the 2011 to 2012 school year, governors identified that they did not have members with the skills to challenge the school effectively. They appointed new, skilled members and sought additional training. They review information about pupils' progress and they challenge any apparent weaknesses. School finances are managed well and the governors have used the extra pupil premium money to help those pupils who are entitled to it to improve their basic skills. Governors are fully involved in checking the quality of teaching. They know that teachers' targets are linked to improvements in teaching and pupils' progress and are linked to pay awards. They ensure that the school is a safe and secure place for pupils to learn in and all statutory safeguarding requirements are met.

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	106764
Local authority	Doncaster
Inspection number	405055

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	195
Appropriate authority	The governing body
Chair	Erica Lugg
Headteacher	Carol Barnes
Date of previous school inspection	14 March 2011
Telephone number	01709 582619
Fax number	01709 584957
Email address	admin@stjohns.doncaster.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

