

St John the Baptist Primary School

School Hill, Findon, Worthing, BN14 0TR

Inspection dates 17–18 September 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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.

- Pupils of all abilities make good progress across the school. This results from consistently good or better teaching and the careful tracking of how well pupils are doing.
- The curriculum provides pupils with exciting things to do. The 'grow it, cook it, film it and ask it' initiative, for example, motivates pupils extremely well. They talk with enthusiasm about their work in the garden. Literacy and numeracy are taught well through other subject areas.
- The partnership with the local cluster of schools is outstanding, and benefits pupils in many areas including sporting opportunities.
- The behaviour and safety of pupils are outstanding. Pupils are extremely proud of 'their' school and have exceptionally positive attitudes to their learning.
- Strong leadership from the experienced headteacher and the governors has established a very clear vision for the school based around academic achievement and the growth of a spirituality linked to Christian beliefs.
- Leaders and governors have successfully maintained the good level of teaching and pupils' achievement since the previous inspection.

It is not yet an outstanding school because

- Not all teachers allow pupils to get on with independent work, which limits their progress, or provide clear steps about how pupils can improve their work, especially in mathematics.
- Although the number of pupils is small, leaders and governors do not routinely check the achievements of different groups of pupils, and so the governing body is not in the best position to ask the right questions about pupils' progress.

Information about this inspection

- The inspector observed learning and teaching in six lessons, including a visit to the Early Years Foundation Stage. In addition, visits to three sessions about linking sounds and letters (phonics) took place.
- A sample of pupils from Years 2 and 3 were heard reading.
- The inspector observed the school's work and looked at progress and attainment data, the school's development plan, curriculum plans, governing body documentation, and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body, pupils and a representative from the local authority.
- The 37 parental responses to Ofsted's online Parent View survey, and two letters were considered.
- Questionnaires completed by 11 members of the school staff were also considered.

Inspection team

Michael Pye, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average primary school.
- Children entering the Early Years Foundation Stage enter the Reception class.
- Pupils come from a predominantly White British background.
- There are well below the expected numbers of pupils known to be eligible for the pupil premium which provides additional funding for pupils on free school meals, looked after children and pupils from service families. There are currently 11 pupils believed to be entitled to free school meals. There were very few in Year 6 in 2012 and no looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. There is an average proportion of pupils supported at school action plus or with a statement of special educational needs. The main needs of these pupils relate to specific learning difficulties.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, were met by the school in 2012.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by ensuring that all teachers consistently:
 - make clear to pupils how they can improve their work, especially in mathematics
 - use strategies which allow pupils to quickly access independent work during lessons.
- Ensure that when leaders and managers, including governors, monitor the work of the school, they focus more on the achievements of the different pupil groups, and that governors ask the right questions about their progress.

Inspection judgements

The achievement of pupils is good

- The children's achievement levels on entry to the Early Years Foundation Stage vary considerably. In 2012 entry levels were below those expected, while those for the current cohort are above.
- The small sizes of the cohorts make comparisons of different groups of pupils with national data difficult, but pupils including those entitled to the pupil premium achieve well given their starting points.
- The unvalidated test results for pupils at the end of Year 6 in 2013 indicate that pupils attained well. This represents good progress given their starting points. This includes disabled pupils and those who have special educational needs. The few believed to be entitled to free school meals progressed in line with other pupils.
- Current work shows and data confirm that pupils make good progress in English and mathematics. This is seen in the acquisition of knowledge and skills made by pupils in their writing; in Years 5 and 6 pupils use sophisticated language when describing the storm as part of their study of Shakespeare's *The Tempest*. High attainers use colourful adjectives to describe the situation on the 'helpless, wind- and sea-battered ship'.
- Pupils' progress is well tracked and shows that the gender gap in Year 6 in 2012 (boys doing better than girls in mathematics, and less well in English) was not significant in 2013. Similarly, high attainers progress in line with their peers. Where special interventions are made, the school data and pupils' work show that the great majority of these pupils make accelerated progress.
- The phonics screening check, carried out at the end of Year 1 in 2012, was below average. Current tracking indicates that pupils in 2013 exceeded that average.
- Pupils, when reading, use their knowledge of sounds and letters and picture cues well when faced with difficult words. They read regularly as part of their guided reading sessions and helpful reading diaries go home to parents.

The quality of teaching is good

- The extremely positive school ethos results in very good relationships being established; pupils feel confident and willing to engage in their learning. This also results from the reinforcement of consistent approaches to positive behaviour adopted by teachers during lessons.
- This was seen in Reception where the new entrants were well settled. They accessed a wide range of activities and showed a willingness to experiment when asked to copy and write their own alphabet letters.
- Teachers use information and communication technology well to appeal to low, average and high attaining pupils. In one lesson pupils were shown pictures of the Battle of Bosworth Field. This led them to suggesting a range of words that they could use when writing their account of a soldier's experiences. This was very well built on when pupils were asked to close their eyes and listen to a recording of the sounds of battle.
- Teachers have very secure subject knowledge and use this well when questioning pupils and developing their answers. In one outstanding lesson the teacher listened carefully to pupils' written accounts and then led them skilfully to edit and improve their work. The sports leader from a local secondary school commented on the improving subject knowledge of the teachers in physical education as a consequence of the additional coaching they receive.
- Teaching assistants are well deployed, experienced and build the learning of pupils well. In a Key Stage 1 lesson the assistant working with a group of pupils ensured their understanding of what a verb is prior to settling them to work with the reminder that they should 'remember their sounds'.
- On occasions, pupils do not get on with independent work quickly enough, which restricts their

progress. This was seen in a mathematics lesson in Key Stage 2 where pupils accessing work on finding pairs to 10 and 20 remained in a whole-class session too long. High attainers who quickly understood the work did not 'cut away' to their own challenging work soon enough.

- Marking regularly takes place and is very supportive. On occasions too little direction is given to pupils about how to improve their work, especially in mathematics.
- The vast majority of parents who completed the online survey believe their child receives good teaching, and that teachers set appropriate homework.
- Teachers assess pupils' progress regularly and adapt their lessons accordingly. Consequently, pupils, including low and high attainers, learn and progress quickly, including the children in Reception.

The behaviour and safety of pupils are outstanding

- Pupils have extremely positive attitudes to all aspects of learning and take great pride in their work and achievements. This applies throughout the school and includes Reception children. One boy said that he was, 'excited when I come in every morning'. A girl then said, 'Lucky we are – with the variety of our lessons'.
- All pupils spoken to said they feel safe. All parents completing the online survey agree. Also, the very great majority believe their child is happy and well looked after. Pupils understand how to remain safe.
- Their positive attitudes are consistently seen in their approach to individual and group work. They move promptly to their tables and settle quickly to work when given the opportunity. Commendably, they remain 'on task' even when left by the adults who move on to other groups.
- They demonstrate excellent behaviour, responding to teachers' instructions promptly; time in lessons is maximised.
- Pupils know in depth about different forms of bullying, including cyber-bullying. They are adamant that bullying is not an issue in the school. In fact, one pupil said, 'Everybody is your friend – all together'.
- The pupils' social and moral development is very well developed. They adapt extremely well to different social occasions – in assembly the new Reception children sat and concentrated well. As adults and pupils speak, others show a respectful silence.
- Pupils' spiritual development is well developed through periods of prayer during assemblies. They reflect on a range of issues during their philosophy for children sessions.
- Their enthusiasm for school is reflected in the above average attendance rate.
- The pupils enjoy physical activity: during one lunchtime over 20 took part in organised 'cross-country running' around the school field. The various after-school sports clubs, including karate and dance, are well attended.

The leadership and management are good

- A good range of strategies are used to check the school's work. Work scrutiny, lesson observations and the effective tracking of pupils' progress all help inform development planning. Self-evaluation is accurate and leads to appropriate priorities being identified for school improvement.
- Subject coordinators, the special educational needs coordinator and the Reception manager play a full part in this checking process. The positive effect is seen in the identification of the need for, and successful introduction of, guidance on specific sentence structures and calculation progression work in English and mathematics. A further effect of this process is in preparing these leaders for promotion.
- The very positive replies to the staff questionnaire show how well senior managers have shared the vision of continuous improvement; all adults subscribe to the ethos of mutual respect and equal opportunity.

- The well-established lesson observation cycle ensures teachers receive valuable guidance on how to improve their practice. Senior and other leaders have maintained the good quality of teaching and secured good progress for pupils across the school.
 - The performance management cycle is well embedded and contributes well to the personal development of staff as well as reinforcing school development priorities, such as the new curriculum initiative based around lifelong learning. This links well with continuing professional development opportunities.
 - The curriculum is well established. Pupils learn well from the very good opportunities for music, drama and a range of practical activities, such as cooking. Funds are provided to ensure pupils benefit from good physical education including usage of the swimming pool which is extending to include activities such as water polo.
 - Pupils are learning effectively about democracy through school council elections.
 - One reason for the good achievement levels is the use that is made of pupil progress data to further challenge the rate of progress of individuals. However, the focus on the analysis of the achievement of different groups of pupils is not as sharp as it might be.
 - There are positive links with parents as indicated by the comments on Parent View. The very great majority of respondents to the online survey judge that the school is well led, that they receive valuable information and that the school responds well to their concerns. All would recommend the school.
 - Other partnerships are outstanding. The local school group benefits pupils in many ways. They still talk of their 'China' athletics team at the mock Olympics. A learning mentor is shared and carries out individual and parent support sessions. Good practice is shared. Strong links also exist with the local church and community. The local authority provides a light degree of support.
- **The governance of the school:**
- Governors make organised visits, consult data and receive a range of oral and written reports from senior and other managers, including the Early Years Foundation Stage leader.
 - Such information-gathering allows them to have a good knowledge of the strengths and areas for school development. They have clear understanding of where the best teaching is in the school and where more development is needed.
 - The governors know which pupils qualify for the pupil premium. However, the impact of the expenditure is insufficiently analysed. Further, when checking the work of the school, a focus on the performance of the various pupil groups would better enable them to act as a critical friend to the school.
 - The governors are active in meeting their responsibilities regarding health and safety and safe recruitment training has taken place. Another recent development has been to heighten their awareness through identifying at full governing body meetings exactly the effect of their work on school development.
 - Performance management is well used to set challenging targets for the school.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 126027 |
| Local authority | West Sussex |
| Inspection number | 429621 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| 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 | 137 |
| Appropriate authority | The governing body |
| Chair | John Roche |
| Headteacher | Richard Yelland |
| Date of previous school inspection | 11 June 2009 |
| Telephone number | 01903 873072 |
| Fax number | 01903 877205 |
| Email address | office@st-john-baptist.w-sussex.sch.uk |

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