

# St John the Baptist CofE (Controlled) Primary School

Church Street, Ruyton XI Towns, Shrewsbury, SY4 1LA

<b>Inspection dates</b>	4–5 February 2014		
<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils	Requires improvement		3
Quality of teaching	Requires improvement		3
Behaviour and safety of pupils	Inadequate		4
Leadership and management	Inadequate		4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Leadership and management, and the arrangements for pupils' safety are inadequate because leaders and governors have not made and recorded all the required checks on adults working in the school.
- Pupils in Years 1 to 3 do not make good progress because the work is sometimes too hard for the least able and too easy for the most able.
- Middle-ability pupils in Years 3 to 6 do not make good progress in mathematics because teachers do not move them on to new and more difficult tasks quickly enough.
- Teachers in Years 1 to 3 do not always check pupils' work accurately, so errors go uncorrected and mistakes are repeated.
- Teaching and achievement are not as good as at the time of the previous inspection because the system used by leaders and governors for checking teaching does not provide an accurate picture of its overall quality.
- Targets for pupils' achievement by the end of Year 2 are too low.
- Apart from the headteacher, staff who are responsible for aspects of the school's work are not sufficiently involved in checking the quality of teaching.

### The school has the following strengths

- Children make good progress in Reception, and in reading and writing in Years 3 to 6, because they are taught well.
- Behaviour outside of lessons is outstanding and pupils' manners are exemplary.
- The school promotes pupils' spiritual, moral, social and cultural development outstandingly well.
- Attendance is high.
- Pupils have a strong understanding of how to keep themselves safe.
- The new headteacher has drawn up well-thought-out plans to improve achievement in mathematics and writing in Years 3 to 6.

## Information about this inspection

- The inspector observed 10 lessons, including two that were jointly observed with the headteacher. In addition, the inspector listened to pupils reading and analysed the work in their books.
- Meetings were held with staff, pupils, a representative of the local authority and members of the governing body.
- The inspector took account of the 22 responses to the online questionnaire, Parent View. He also spoke to parents during the inspection.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance; and documents relating to safeguarding.

## Inspection team

David Driscoll, Lead inspector

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- Few pupils are eligible for support through the pupil premium. This is additional funding for specific groups of pupils, such as children looked after by the local authority, pupils known to be eligible for free school meals and children with a parents serving in the armed forces.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- A new headteacher, who was previously the deputy headteacher, took up post in September 2013. A new deputy headteacher joined the school at the same time.

### What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress in Years 1, 2 and 3 by making sure that teachers:
  - check pupils' work more accurately, both in their books and during lessons, so that errors are identified and corrected
  - set tasks that are not too easy or too hard for pupils' different abilities.
- Ensure that senior leaders, governors and staff at all levels of responsibility meet all requirements for ensuring that pupils are safe in school by implementing a systematic and thorough approach to checking and recording:
  - the suitability of adults to work with children
  - that staff are appropriately qualified
  - the identities of adults working with children.
- Make sure pupils of middle ability in Years 4, 5 and 6 make good progress in mathematics by checking that teachers move them on to more difficult work as soon as they are ready for it.
- Improve the quality of leadership and management by:
  - ensuring that the process of checking the quality of teaching leads to an accurate view of its effectiveness overall as well as the performance of individual teachers
  - using data more effectively in Years 1 and 2 to set more demanding targets for pupils' achievement by the end of Year 2
  - involving more leaders, in addition to the headteacher, in checking the quality of teaching.

Ofsted has made recommendations on actions for governance to the authority responsible for the school. This will include an external review of governance.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

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## Inspection judgements

### The achievement of pupils requires improvement

- Pupils start Year 1 with standards that are above average, and standards remain above average overall by the end of Year 2. Pupils' progress is not good because the proportion of pupils reaching above-average levels by the end of Year 2 is lower than might be expected from their starting points when they began Year 1.
- There was a dip in standards in mathematics at the end of Year 6 in 2013. Pupils' attainment fell to average overall because pupils of middle ability did not make enough progress. The current picture has improved, but still too few such pupils are making good progress in Year 6. They wait patiently for new tasks when they have finished and work diligently at practising skills that they have already learnt, but they are not moved on to more demanding work soon enough.
- Throughout the school, pupils try their best to do the work when it is too hard for them, and often point out when it is too easy. Pupils in Year 1, for example, shouted 'This is easy!' when the teacher asked them to count two dots on the board.
- Standards are above average in reading and writing by the time pupils leave Year 6. Currently all pupils in Year 6 are on track to make at least expected progress in reading and writing, and the proportion expected to exceed this is above average.
- Children join Reception with knowledge and skills that are broadly typical for their age. They make good progress in all aspects of their development. Children's ability to pay attention has been lower on starting school in recent years and the teacher is concentrating on this aspect to make sure that good attitudes to learning are developed at an early age.
- The teaching of early reading is particularly good and standards are well above average by the end of Year 1, as was demonstrated in the screening check in phonics (letters and sounds) in 2013.
- There are few differences in the progress of different groups of pupils. However, those who are supported through a statement of special educational needs make good progress because of the intensive support they receive from their designated teaching assistants, who know exactly when to involve them in the lesson and when to take them to one side to help them learn more quickly by themselves.
- Pupils supported by the pupil premium have the same mixed picture of progress as other pupils. Numbers are too small to comment on any differences in attainment at the end of Year 6. Across the school, some do very well, while, for a few individuals, progress is slower. The school has adapted the way it uses the extra funding to ensure that it best meets the needs of individuals. Those who made good progress because of extra support in mathematics last year, for example, are now receiving more help to boost their reading and writing.

### The quality of teaching requires improvement

- Teachers do not always check pupils' work accurately in Years 1, 2 and 3, so pupils do not know that they are making errors and continue to make the same mistakes. In one lesson, for example, pupils calculated  $16-8=11$  and  $543-165=422$  and the teacher did not notice that these were wrong, so pupils continued to work hard but kept using the same incorrect method for the next sums.

- In pupils' books in Years 1 and 2, the incorrect spelling of common words such as 'how' or lack of full stops is not pointed out, so pupils continue to make the same mistakes. When pupils are told of their errors, they respond well. In Year 3, for example, the teacher had written on the first piece of work 'great writing, but now put your full stops in' and in every piece from then on the pupil used full stops correctly.
- Teachers do not always set work that is hard enough in Years 1 to 3. In Year 1, for example, pupils had to add dice that showed 1+1, 1+2 and 1+3, which they did with ease. While pleased that they were getting the answers correct, the pupils started to lose interest when they had to wait for Reception children in the class to work out the same sums. Less-able readers in Year 2 are given books that are too easy for them. They read the whole book to the inspector very quickly and only once had to work out what a word said.
- On other occasions, the work is too hard for pupils. Some pupils in Year 3 were asked to calculate 226-76, but did not know how to 'carry over' so could not start the task.
- In mathematics lessons in Years 3 to 6, pupils of middle ability often had to wait for long periods with their hands up, waiting to be told what to do next. On other occasions, they carried on with tasks, such as calculating areas by counting squares, long after they had understood how to do it. On all occasions, pupils waited quietly and patiently, or carried on with the task because that was what they had been told to do.
- The most-able mathematicians in Years 5 and 6 are now taught in a separate class, where they receive very demanding work that is appropriate for their ability. They enjoy greatly tasks such as working out  $3(h+3h+2)$ , because the outstanding teaching makes them think hard and use the skills they have just learnt from a simpler example.
- Teachers in Years 4, 5 and 6 expect pupils to learn much more in their reading and writing than is the case in other year groups. The books chosen are demanding, and pupils read widely, both in and out of school. Teachers question them carefully to test their understanding of what they are reading and, for example, get them to reflect on the deeper meaning of how a character is feeling.
- Teaching is good in Reception, where the teacher skilfully builds on what children have previously learnt. After reading a book about living in a small house, for example, children changed the setting to a pirate ship, farm or castle and had to retell the story. They readily set about their tasks and were totally engaged.

### **The behaviour and safety of pupils are inadequate**

- The school's work to keep pupils safe and secure is inadequate. Checks to ensure that adults are suitable to work with children have not been carried out in all cases where this is required. There are many gaps in records which should show that the identity of adults has been verified and that teachers hold appropriate qualifications. There is no single central register that records such details, when they were checked and who did the checking.
- The pupils themselves say they feel very safe. They have an excellent knowledge of how to avoid unsafe situations, especially when using the internet. They report that there is no bullying or bad language, and this is supported by parents' views and the school's records of the few, very minor, incidents.

- The behaviour of pupils is good. In lessons, they pay attention to their teachers and usually work hard at their tasks, even when they are a bit too easy for them. They try their best, even when they are confused because the work is too difficult. In both cases, they want to do well, but their achievement is limited by the work they are given.
- Pupils pay great attention to producing work of the best quality, such as laying out calculations neatly. However, in some cases, pupils stop working for a chat for a short time or lose interest in what the teacher is saying and fidget with their hair or clothing instead.
- Outside of lessons, behaviour is outstanding. Pupils are friendly and very welcoming to visitors. Their manners are exemplary, both towards staff and each other. They often wait patiently with the door open when another approaches and always use 'please' and 'thank you'.
- Pupils are proud of their school and speak with great enthusiasm about it. At breaks, pupils of all ages play happily together.
- Attendance is high because pupils enjoy the interesting topics that teachers choose and because pupils understand the value of education.

### **The leadership and management are inadequate**

- Governors, senior leaders, and administrators have not ensured that all of the required checks on the suitability of staff have been carried out systematically. Leaders and governors assumed that someone had carried out the checks but did not verify that this was the case.
- Information on pupils' progress in Years 1 and 2 is not analysed and used well, and expectations of what pupils can achieve are not high enough. For example, fewer most-able pupils are expected to attain higher levels at the end of Year 2 than their starting points would indicate.
- Information on pupils' progress is analysed much more effectively in Years 3 to 6 than in Years 1 and 2. The results have been used to draw up carefully thought-out plans to raise achievement. The actions taken are already bearing fruit, with pupils making good progress in reading and writing in these year groups.
- The system for checking teaching is highly complex. It involves grading 12 aspects of each lesson and then coming to an overall judgement on the quality of teaching based on the most common grade. This does not provide leaders, including governors, with an accurate picture of the overall quality of teaching because the aspects are weighted equally when some are clearly more important than others. Lessons which have found to be too easy for pupils have been evaluated as outstanding, for example, because less important aspects have been better. The new headteacher's observations accurately identify what a teacher needs to do to improve, but evaluations of the quality of teaching as a whole are inaccurate.
- All lessons observed by leaders last year were judged to be good or outstanding. This does not explain why some pupils underachieved in mathematics. The school's view of teaching was far too generous.
- Staff who are responsible for aspects of the school's work are not sufficiently involved in checking the quality of teaching in their areas of responsibility. Some managers, such as the leader of the Early Years Foundation Stage and coordinator for special educational needs, carry out their duties assiduously. Assessments are recorded accurately and analysed well. The headteacher and governors have rightly drawn up plans to develop the role of other managers in

the school.

- Many staff are new to the school and their performance is being managed appropriately. The headteacher has a clear understanding of the strengths and weaknesses in performance of individual teachers. All have targets that relate to pupils' progress and the evaluations of these clearly show where targets have not been met. Training is being provided and is well matched to individual teachers' needs. The school may appoint newly qualified teachers.
- The school provides exceptionally well for pupils' spiritual, moral, social and cultural development. There are many trips and visits that teach pupils how others live in circumstances different from their own, including a link with an urban school and visits to learn about many other faiths. In lessons, pupils take the opportunities they are given to reflect quietly. They learn to challenge the views of others respectfully but robustly, and always while maintaining good order.
- The school's leaders have successfully established an ethos where good behaviour, hard work and consideration for others are the expected norm. Discrimination of any type is not tolerated. The interesting range of topics chosen by teachers across the school, such as mathematics based on events in the winter Olympics, mean that pupils enjoy their lessons.
- Leaders have made good use of the extra funding for sports. Specialist coaches have been appointed, teachers trained in how to teach physical education more effectively and more clubs have been formed. These have increased the numbers of pupils taking part in sport, improved the quality of physical education lessons and pupils' skills in sports such as swimming.
- The local authority has provided extra support for the new headteacher and to governors, which has proved effective in helping governors to understand the school's performance. However, no check has been made by the local authority on the suitability of safeguarding arrangements.
- **The governance of the school:**
  - Governors have not met their statutory requirements. They have not made sure that what they were being told about safeguarding was accurate and they have not carried out the necessary checks for themselves.
  - All governors have been trained to understand performance information. They have used this understanding to question the headteacher on why the performance in mathematics fell in 2013 and what is being done about it. They make sure that they receive regular updates about pupils' progress, but are less aware of how to use data to check achievement in Years 1 and 2.
  - Governors are rightly concerned about the complexity of the systems for reviewing the quality of teaching and are making changes to ensure that the picture that they get is more accurate and can be cross-checked by the many visits they make to school. They have established systems that tie teachers' pay rises to the progress their pupils make.
  - Governors are fully aware of how teachers' performance is managed, and how weaknesses are being addressed through training.



## 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

<b>Unique reference number</b>	123498
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	431505

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Bayliss
<b>Headteacher</b>	Julie Ball
<b>Date of previous school inspection</b>	3 June 2009
<b>Telephone number</b>	01939 260445
<b>Fax number</b>	01939 261764
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