

# Roundhay St John's Church of England Primary School

18 North Lane, Leeds, West Yorkshire, LS8 2 QJ

**Inspection dates** 16–17 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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' attainment in Years 2 and 6 is above that in other schools nationally and standards have risen year on year for the last two years.
- Standards are higher than when the school was last inspected and have generally risen more quickly than nationally, demonstrating that the school continues to improve.
- The most able pupils achieve well. In the last three years, these pupils have attained higher standards and made better progress than similar pupils across the country.
- All pupils, including those with special educational needs, benefit well from the good teaching provided. The school is particularly successful in promoting very effective learning for pupils who speak English as an additional language.
- Pupils behave well. They are respectful to each other and to their teachers and this creates a harmonious and purposeful atmosphere around the school.
- Personal achievements are celebrated and pupils flourish on their successes.
- Attendance is above average. Pupils say they feel safe and that they enjoy coming to school.
- Senior leaders, middle leaders and the governing body accurately identify and decisively tackle any weaknesses in teaching.
- The governing body holds school leaders to account extremely rigorously, helping the school to keep improving.
- Pupils make good progress in each year group in the Early Years Foundation Stage, Key Stages 1 and 2.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and a small amount is not consistently reflecting the best practice expertise within the school that has been shared.
- Not all pupils have the same good opportunities to respond to, and fully benefit from, teachers' mainly helpful marking suggestions about how to improve their work.
- When helping pupils with their learning, not all teaching assistants check carefully enough on how well pupils are progressing to ensure that the work is getting the best out of them.

## Information about this inspection

- Inspectors observed 17 lessons and parts of lessons, one of which was a conducted jointly with the headteacher. Inspectors also visited an assembly, observed lunch and break times and listened to pupils read.
- Meetings were held with groups of pupils, staff, school leaders, the Chair of the Governing Body, the vice-chair and five other governing body members. A meeting with the local authority representative also took place.
- Inspectors took account of 35 responses to the on-line questionnaire, Parent View. They also looked at the results of the school's own surveys of pupils' and parents' views. They took into account 20 responses to the staff questionnaires. They spoke to parents in the playground and before the assembly.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans and records of governors' meetings. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Jonathan Woodyatt, Lead inspector	Additional Inspector
Emily Wheelden	Additional Inspector
Peter Bailey	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who come from minority ethnic backgrounds is high. While different nationalities are represented, just under half are of White British heritage and almost one-third of Pakistani and Indian heritage.
- There is a high proportion of pupils who speak English as an additional language, although very few are at an early stage of learning English.
- The proportion of disabled pupils and those with special educational needs supported through school action is much lower than in other schools. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils for whom the school receives pupil premium funding is lower than the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- There is a breakfast club on the school site known as 'Rounders'. This is not managed by the governing body and is subject to a separate inspection at a different time.
- The school is involved in a number of partnerships with other schools. They are part of NE/XT – a cluster of local schools, part of the Yorkshire Inclusive Teaching Alliance and work with St Peter's Church of England Primary School.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve the quality of teaching so that it is never less than good and more is outstanding to enable pupils to attain even higher standards in reading, writing and mathematics. The school should do this by ensuring that:
  - all teachers fully implement what they have learned from the best practice expertise that has been shared with them
  - all pupils have the same good opportunities to carry out the helpful suggestions made in teachers' marking
  - all teaching assistants check frequently on how well pupils are doing and quickly adapt work and the help that they provide so that pupils can make the best possible progress.

## Inspection judgements

### The achievement of pupils is good

- Almost half the children who start in the Early Years Foundation Stage have skills that are typical of those expected for their age while others are below, especially in their social and communication skills. Typically, half the children carry on into the Reception class and are joined by other children who are starting at the school for the first time. They make good progress and achieve well in both the Nursery and Reception Years.
- Pupils' achievement in reading, writing and mathematics is good. They make consistently good progress from Year 1 to Year 6 because of the overall good teaching in each class.
- The most able pupils achieve well. The typical picture of pupils' attainment at the higher Level 5 in reading, writing and mathematics has generally been above that seen nationally since 2011. In 2013, the proportion of pupils reaching the Level 6 in mathematics rose again to above that in other schools.
- The proportion of pupils who make the progress expected of them is above that of pupils in other schools and has been for the last two years. This is also the case for the proportion making more than the expected rate of progress in mathematics and writing. Although there was a slight dip in the proportion making more than the expected rate of progress in reading in 2013, it was not evident in 2012 nor in recent results and is not typical for this school.
- The few children who are at an early stage of learning to speak English are helped very successfully, through good one-to-one support from teaching assistants, to prepare for their next steps in learning. This demonstrates that the school is fully committed to ensuring every pupil has an equal opportunity and that no pupil is discriminated against.
- There are too few pupils in Year 6 in 2013 eligible for the pupil premium, including those known to be eligible for free school meals to reliably measure gaps in their attainment against their peers. However, the progress they make clearly matches that of their classmates, taking into account their different starting points. This is because funding is allocated effectively, there is close monitoring by staff, pupils receive additional support well matched to their needs.
- Pupils who have special educational needs make good progress and achieve as well as similar pupils nationally because their needs are identified accurately and highly effective strategies put into place to aid their learning, for example, in the small groups or one-to-one with teaching assistants.
- In 2013, the national reading check of Year 1 pupils' phonic skills (the knowledge of letters and sounds to help read unfamiliar words) showed that an above-average proportion of pupils exceeded the levels expected for their age. This is a further improvement on the previous year. Phonic skills are taught very well and pupils who fall behind are helped quickly to catch up. Reading is a priority in the school.

### The quality of teaching is good

- Most teaching is good and some is outstanding.
- Teachers plan and provide work that engages pupils' interest and excitement. For example, in a Year 5 English lesson where teaching was outstanding highly thought-provoking and challenging learning activities thoroughly inspired pupils to come up with powerful words to create a sense of suspense in their writing. As a result, all pupils understood very well what they were learning about and made outstanding progress.
- Well-planned learning stretches the skills of the most-able pupils. Work in pupils' books clearly shows that these pupils tackle challenging tasks well. In a mathematics lesson, the most able pupils moved on quickly to employ their new skills in calculating percentages to solve complicated problems, and made good progress.
- Children in the Early Years Foundation Stage are provided with stimulating and exciting activities

which ensure that they learn new things constantly and practise their skills regularly and successfully. Children who need help with English quickly gain the necessary skills because adults speak in short sentences and use picture clues to help them.

- Mathematics is taught well. Teachers build on pupils' skills through well-judged learning steps and through themes that interest them. For example, in Year 6 the teacher used information about the ages of the different World Cup football players for pupils to learn to calculate the mean, mode and range of numbers.
- Pupils who read their books to inspectors displayed good reading skills. They could say out-loud words that they did not know because they have successfully learned how to recognise the different parts of the words.
- Teachers consistently encourage good behaviour and attitudes. The many opportunities for pupils to undertake tasks in pairs and in groups help them to rapidly improve their social skills.
- Pupils who have special educational needs, or who fall behind in their learning, are quickly identified by the school's effective systems. As a result, teachers and teaching assistants provide well-tailored support in one-to-one or small group activities. This ensures that these pupils make the same good progress as other pupils.
- Work in pupils' books is checked regularly by teachers, either during or after lessons. They mark pupils' work thoroughly so that they have a clear idea of how well pupils are learning. Teachers' comments provide helpful advice so pupils know what to do to improve their work. However, not all pupils are given the time they need to correct their work or to follow the helpful suggestions in order to improve their work.
- All teachers provide clear information for teaching assistants to enable them to support and challenge pupils in lessons so that they learn well. However, sometimes teaching assistants do not check how pupils are doing often enough. This means that they do not always adapt work in order to support them to make the best possible progress.

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

- The behaviour of pupils is good. They get on well together. Inspectors did not see any misbehaviour while pupils ate their lunch, or moving around indoors or outside.
- Almost all pupils are attentive and keen to participate. They consistently show positive attitudes and cooperate well with each other when carrying out tasks.
- When pupils do well, their achievement is celebrated. Parents are invited to special assemblies where pupils explain to the rest of the school what they have achieved. Recognising their own success and receiving the reward stickers handed out by the headteacher generate in pupils a genuine sense of pride.
- Attendance is above the national average and has improved year-on-year for more than three years. The number of pupils who repeatedly miss school is low. The headteacher and attendance staff work tirelessly to ensure that parents know their children's regular attendance is helping to improve the standards they reach.
- The school's work to keep pupils safe and secure is good. Pupils say that the school looks after them well, that they feel safe in school and they can always talk to the teachers. Parents' and staff responses in conversations and surveys agree.
- Children in Year 1 told inspectors about the different ways that they know about to keep themselves safe when they are using computers.
- There have been no permanent or fixed-term exclusions in the last five years because the school's systems for managing pupils' behaviour are highly effective. Staff are skilled in supporting the very few pupils who at times struggle to manage their own behaviour well enough.
- Parents and staff all agree that the school deals well with any bullying or racist behaviour. The school's records show that the very few incidents are mainly name-calling. These incidents are one-off events and are dealt with well by the school and, because staff take these seriously and

are very firm but supportive, there is no evidence of them being repeated.

- During the inspection, pupils' behaviour was at its best when the work in lessons thoroughly challenged them. Occasionally, pupils lose concentration and start to fidget, but they quickly respond and regain their concentration at the teachers' request.

## **The leadership and management are good**

- The headteacher has joined the school since the last inspection. His strong leadership is fully recognised by the governing body and the evidence of improvements made over the last few years confirm the success of the changes that he has brought. Most notably, he has tackled underperformance in teaching so that standards are good, especially in the Early Years Foundation Stage.
- The governing body, senior and middle leaders use the wide range of information they gather on pupils' performance to ensure they quickly identify any pupil who falls behind. When this happens, staff intervene effectively and provide support, for example, through pupils' working in small groups with an adult.
- The headteacher and deputy headteacher ensure that teachers' performance is closely linked to pupils' progress, the school's targets and increases in salary. Middle leaders carefully scrutinise teachers' individual subject planning documents: they frequently check how well these are taught and provide advice where needed. As a result, the standards attained by pupils and teachers' teachers continually improve.
- Middle leaders have developed a strong team approach to sharing good practice in teaching. There are regular training opportunities provided, including working with the schools in the different partnerships, fostered by the headteacher.
- Parents are impressed with the school. In conversations with the inspectors, parents commented on how well teachers and school leaders ensure that their children are well cared for and helped to learn. These positive views are also reflected in the school's own parental surveys and the online survey 'Parent View'.
- The school provides a very effective and stimulating curriculum that is well suited to pupils' needs and interest. The curriculum is enhanced by opportunities for pupils to undertake residential activities and listen to experts of various sorts who visit the school. These experiences help pupils to extend their knowledge, understanding and skills in a range of subjects.
- The headteacher and the governing body have thought hard about how best to spend the primary school sports funding. They joined a sport partnership with a local secondary school in order to increase pupils' access to a variety of sporting events. They recently signed up for a package of activities from the local authority to provide training for staff to gain specialist teaching skills.
- The school is highly committed to developing pupils' spiritual, moral, social and cultural awareness. There is a strong sense of respect for different faiths and opportunities for pupils to experience different places of worship. The school's work to promote pupils' understanding of global and cultural awareness has been formally recognised by an external award. The local authority recognises that the school is well led and managed. They appropriately provide only 'light touch' support through three visits to the school during the year.
- **The governance of the school:**
  - The governing body makes a huge contribution to continually improving the school through their rigorous examination and analysis of the extensive information provided by the headteacher. As a result, they have a clear picture of the school's performance, which they use very effectively to question and hold leaders and teachers to account. They visit the school regularly, see for themselves what happens in the classrooms and pursue the views of parents and pupils. They have established clear links between the headteacher's pay and the school's targets and ensure any increases in staff salaries are awarded in order to improve the quality of teaching further.

- Governors use the school's finances wisely which ensures that they can continue to invest in new resources, such as portable computer equipment for classrooms. They understand well how additional funding from the pupil premium and for sport is used to ensure improvements in provision for pupils. They fulfil their statutory duties and ensure that requirements for safeguarding 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

<b>Unique reference number</b>	108007
<b>Local authority</b>	Leeds
<b>Inspection number</b>	431565

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Urry
<b>Headteacher</b>	Andrew Graham
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	0113 265 8451
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