

Kingsley St John's CE (VA) Primary School

Hollow Lane, Kingsley, Frodsham, WA6 8EF

Inspection dates 30 April–1 May 2014

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.

- The headteacher leads by example and inspires staff and pupils to do their best.
- Pupils make good progress and achieve well throughout the school.
- The attainment of pupils at the end of Year 6 is above average in reading, writing and mathematics.
- Teaching is consistently good with outstanding practice evident. Classrooms are managed well, so there is minimal time loss for learning.
- The behaviour of pupils and their attitudes to learning are exemplary. They say they feel very safe in school at all times.
- Pupils' spiritual, moral, social and cultural development is promoted in an outstanding manner.
- Leaders and governors work well together to raise pupils' achievement and improve the quality of teaching.
- There are effective procedures for checking the school's performance and for identifying areas for further development.
- The care and welfare of pupils are at the heart of the school's work.
- Parents are very supportive of the school, with this comment being typical, 'I would strongly recommend this school to any parent in the area.'
- The ability of leaders and governors to carry on making improvements is good.

It is not yet an outstanding school because

- Attainment in writing is not as high as it is in reading and mathematics.
- Teachers' marking is not used consistently to show pupils how to improve nor are pupils given enough time to respond to the advice they are given.

Information about this inspection

- The inspector observed seven lessons or parts of lessons taught by four teachers. Five of these were joint observations with the headteacher.
- Discussions were held with the Chair of the Governing Body, other governors, parents, staff, pupils and a representative of the local authority.
- The inspector observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspector listened to groups of pupils read.
- Account was taken of the 19 responses to the on-line questionnaire (Parent View) in carrying out the inspection.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Full report

Information about this school

- Kingsley St John's is much smaller than the average-sized primary school. Pupils are taught in three mixed-age classes.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium is well below average. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The number of pupils who start school other than at the normal time of the year is above average.
- Almost all pupils are of White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is no longer part of a hard federation with another school, as it was at the time of the previous inspection.
- The school was led by an acting headteacher during 2013. The current headteacher was appointed in January 2014.
- There is a privately managed nursery on site which is inspected separately and the report published on the Ofsted website (www.ofsted.gov.uk).

What does the school need to do to improve further?

- Further raise pupils' attainment in writing by:
 - ensuring consistency in the teaching of writing throughout the school
 - sharing the best practice evident in school in the teaching of writing with all staff
 - making sure there are repeated, regular opportunities for pupils to practise their skills in writing across subjects.
- Improve further the quality of teaching by:
 - ensuring marking is always used effectively to help pupils improve and providing sufficient opportunity for pupils to respond to it.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skill levels that are generally typical for their age but that can vary widely from year to year, because of the small numbers involved. From their different starting points, pupils make good progress throughout the school. By the end of Year 6, pupils consistently attain standards that are above average in reading, writing and mathematics. This represents good achievement.
- In the Early Years Foundation Stage, children quickly get used to everyday routines and grow in confidence in making choices for themselves. By the end of Reception, most children attain a good level of development and some exceed this.
- In Years 1 to 6, pupils gain knowledge, develop understanding and learn and practise skills well.
- Attainment in reading is usually above average at the end of Key Stage 1 and by the time pupils leave school. Pupils read widely and often at home and in school. They say they enjoy reading and talk enthusiastically about their favourite books and authors, including Michael Morpurgo.
- Pupils enjoy writing and can express their ideas using a variety of styles including poetry and narrative writing. They use punctuation and spelling accurately and their handwriting is well developed. Attainment in writing is not as high as in reading and mathematics. This stems from inconsistencies in its teaching between classes. Also, there are not enough opportunities for repeated, regular writing across subjects.
- In mathematics, pupils have well developed calculation skills, including quick mental recall, and can use them effectively to solve problems in real-life situations.
- Disabled pupils and those who have special educational needs make good progress. This is a result of their individual needs being identified early and well targeted extra support being provided to meet them.
- The progress of pupils who join during the year is good because the work given to them moves them on swiftly.
- The most able pupils make good progress because the work they are given stretches them and enables them to achieve well.
- The funding for pupils known to be eligible for the pupil premium is used well to enable them to make good progress. It enables one-to-one tuition sessions in English and mathematics. The very small numbers involved do not enable a meaningful comparison to be made with the attainment of those pupils nationally and with other pupils in the school.

The quality of teaching is good

- In the Early Years Foundation Stage, children are provided with interesting, practical activities. Children are shown effectively how to improve their skills, such as when they were using a number line to add and subtract numbers.
- In Years 1 to 6, teachers have good subject knowledge and are able to explain ideas clearly and confidently. Classrooms are managed well so that pupils are engaged in their activities and little time is lost. Teachers explain ideas confidently and ensure that pupils are clear about what they are to learn and what to do to succeed.
- Teachers use information about how well pupils have learned to help them plan future lessons. Good use is made of a variety of resources, including new technology, to enhance learning. Teachers carefully check pupils' understanding throughout lessons so they can intervene as necessary to improve learning.
- Teachers expect the best from their pupils who respond positively by getting on well with their work. As one pupil commented, 'We enjoy learning because we are given interesting things to do.'
- Questioning is used effectively to find out what pupils know and to extend their knowledge and

understanding. Teaching assistants are deployed well to support all pupils, especially disabled pupils and those with special educational needs.

- Outstanding learning was characterised by pupils being given very challenging activities that captured and maintained their interest and very effectively met their individual needs. Such learning was evident in a literacy lesson for pupils in Year 6, in which they were developing their understanding of how authors use vocabulary to describe settings.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well, such as by the many opportunities for them to reflect upon the wonder of the world around them and to find out about the traditions and beliefs of cultures different to their own.
- Marking is not used consistently by teachers to show pupils precisely how to improve. There are not enough opportunities for pupils to reflect upon their learning and to respond to teachers' suggestions for improvement.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding.
- Pupils' extremely positive attitude to learning is a strong factor in the progress they make and in the very friendly atmosphere evident throughout the school. They act very responsibly in and around school and encourage others to do the same. Pupils are extremely polite and considerate and highly supportive of each other in lessons.
- Parents, staff and pupils are extremely positive about behaviour. Pupils have a comprehensive understanding of the different forms of bullying, such as physical and internet bullying. They say bullying does not happen in school because, 'This is a very friendly school and we all get on well together'. Pupils are very confident that staff would deal with bullying quickly if it did occur.
- Whether working independently, as part of a group or in whole-class lessons pupils consistently show a love of learning. Pupils are very keen to learn, showing a great deal of interest and enthusiasm in all they do. Pupils' attitudes are equally high in all classes and across subjects.
- Pupils work hard to keep the school and its grounds litter free. They wear their uniform with pride. Pupils say they enjoy coming to school and this is reflected in their above average attendance.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are highly aware of how to keep themselves and others safe and say they feel safe in school at all times. They know about the dangers associated with roads, railways, water and when using the internet. They are very clear about the action to take if approached by someone they do not know.
- Pupils are very willing to take on responsibilities, such as being a member of the school council. They take pride in their roles and carry them out conscientiously. In so doing, they enhance the life of the school and give all pupils a voice in how the school develops.

The leadership and management are good

- The headteacher is ambitious and knows how good the school can be. Leaders and governors work well together to drive the school forward.
- The management of staff performance and training of teachers and other adults effectively meets whole-school and individual staff needs. There is a secure link between the performance of teachers and their salary progression.
- The procedures for checking the quality of teaching are rigorous and have identified best practice in the teaching of writing. This teaching has not yet been formally shared with other staff in order to further develop their expertise.
- The arrangements for checking how well the school is doing are good and correctly identify

areas for development. Targets for improvement are challenging and measurable in terms of how successful they are proving to be.

- The promotion of equality of opportunity and tackling of discrimination is good. Leaders check carefully the progress of individual pupils to identify if any of them require extra support.
- The care and welfare of pupils are at the heart of the school's work. Leaders ensure that all pupils are safe and well looked after. They work successfully with a variety of agencies to provide strong support for those pupils whose circumstances might put them at risk.
- The local authority has provided appropriate support since the previous inspection.
- The primary school funding has been used wisely to widen the breadth of physical education and sport provision and improve its quality. This has including employing sports coaches to develop the expertise of teachers in delivering physical education lessons. More pupils are now taking part in sporting activities.
- Links with parents are good and they are kept well informed about how well their children are achieving.
- Pupils' learning experiences are enhanced by a variety of extra-curricular activities and a variety of visits, including to Chester Cathedral. The school promotes pupils' outstanding spiritual, moral, social and cultural development.
- **The governance of the school:**
 - Governors are supportive of the school and know how the management of performance is used to improve pupils' achievement, staff expertise and to reward good teaching. Governors have an accurate view of the quality of teaching and how leaders tackle any underperformance. The governing body ensures that safeguarding requirements are met. Governors hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement. They manage the budget effectively.

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	111317
Local authority	Cheshire West and Chester
Inspection number	442656

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	44
Appropriate authority	The governing body
Chair	Jenny Butler
Headteacher	Rachel Jones
Date of previous school inspection	20 January 2010
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