

# St John's CE Primary School

Church Street, Pemberton, Wigan, Lancashire, WN5 0DT

## Inspection dates

20–21 May 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in reading, writing and mathematics throughout the school and achieve well from their different starting points.
- Teaching is good across the school. Staff know pupils well and there are good relationships all round. As a result, pupils enjoy lessons and are keen to do well.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs make good progress and achieve well because work is well planned to meet their needs and they receive high-quality support.
- Pupils' behaviour and safety are outstanding. Pupils get on very well with their teachers and with each other. They greatly enjoy coming to school and are very eager to learn. They say they feel completely safe in school and are very well looked after.
- School leaders, including governors, have a very clear understanding of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement since the previous inspection.
- Parents are very supportive and appreciative of the school.

### It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Sometimes pupils are not given hard enough work that challenges them to make the best possible progress, especially the most able pupils.
- Pupils are not always given clear enough guidance about what they need to do to improve their work, and they do not always respond to advice when it is given.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, taught by nine teachers. One lesson was observed jointly with the headteacher.
- Meetings were held with school leaders and with four governors, including the Chair of the Governing Body. Inspectors also spoke to a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance-management information. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of 43 responses to the on-line questionnaire (Parent View) and 22 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in seven classes from the Reception Year to Year 6.
- The proportion of pupils known to be eligible for the pupil premium is above average. (The pupil premium is additional funding for pupils known to be eligible for free school meals, and children looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- A very large majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Further improve teaching in order to raise pupils' achievement to outstanding by making sure that:
  - work set is always hard enough so that pupils are consistently challenged to make the best possible progress, including the most able pupils
  - pupils are always given very clear guidance about what they need to do to improve their work, and that checks are carried out to make sure that pupils respond to this advice.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join the school in the Early Years Foundation Stage with knowledge and skills that are generally well below those typical for their age. They make good progress in the Reception class because they are well taught and have good opportunities to develop their skills. They are well prepared to enter Key Stage 1.
- Although standards at the end of Key Stage 1 in reading, writing and mathematics have been below average for the last three years, this represents good progress from pupils' well below typical starting points. Inspection evidence shows that pupils in Year 1 and Year 2 are currently making good progress and achieving well.
- Since the previous inspection the standards reached by Year 6 pupils at the end of Key Stage 2 have improved steadily. In 2013 they were around average in reading, above average in mathematics and well above average in writing. Almost all pupils made the progress expected of them, and the proportion of pupils who did better than this was close to average in reading and mathematics, and above average in writing.
- The school's most recent data for current Key Stage 2 pupils shows that all groups of pupils are making good progress. Pupils in Year 6 are on track to make better progress this year, with a higher proportion making more than the progress expected of them.
- Teachers and teaching assistants make sure that pupils read regularly and have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check has been close to average for the past two years.
- Pupils make good progress in writing. There is a clear focus on spelling, grammar and handwriting skills, and pupils write effectively in a range of styles across different subjects.
- Pupils have well developed numeracy skills. They can apply and use these skills effectively in real-life situations.
- Extra support, where needed, helps pupils eligible for pupil premium funding to make good progress. In 2013, the standards reached by pupils known to be eligible for free school meals were over three terms behind their classmates in reading, writing and mathematics. School data shows that this gap is closing.
- Disabled pupils and those with special educational needs make good progress. Their needs are accurately identified and they receive good support from teaching staff including the learning mentor.
- The most able pupils achieve well and make good progress overall. However, inspection evidence and school data show that sometimes they do not progress as rapidly as they could. This is because they are not always given work that is challenging enough.

### The quality of teaching

**is good**

- The quality of teaching is typically good throughout the school. The work in pupils' books and school records confirm this. As a result, pupils in all year groups learn well.
- Staff know pupils well and there are very good relationships all round. There are usually high expectations of what pupils can achieve and work is planned that motivates and engages pupils so that they learn quickly. Pupils say that the work is interesting and 'not too easy, sometimes hard – but not too hard'. As a result, pupils enjoy learning and are keen to do well.
- However, pupils, especially the most able, are not always given work that is challenging enough to enable them to learn as much as they could. As a result, they do not always make the best possible progress and reach the highest levels.
- When Year 4 pupils were being taught mathematics they were learning how to organise, present and interpret data using bar charts. Questioning was used skilfully to ensure that pupils understood the method and skills needed. All pupils, including the most and least able, had

different and challenging work. Pupils had to think hard about what they were doing and made good progress.

- Teaching in the Early Years Foundation Stage is good. Staff ensure that children's interest is engaged and that learning is well focused, and that children are provided with a range of opportunities to develop their skills, both indoors and outdoors. As a result, children make good progress in a safe and secure environment.
- Pupils' work is marked regularly and their efforts are praised. However, pupils are not always given clear enough advice about what they need to do to improve their work, and checks are not always carried out to make sure that pupils follow this advice when it is given.
- Teachers and teaching assistants work well together to help disabled pupils and those with special educational needs. As a result, these pupils achieve well and make good progress. Pupils supported by the pupil premium also receive effective support and this helps them too to make good progress. This shows the school's successful commitment to equal opportunities for all pupils.

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

- The behaviour of pupils is outstanding.
- Pupils get on very well with each other and with adults in the school. They are very polite and considerate. This creates an extremely positive climate for learning. There is a very strong and caring ethos throughout the school.
- Pupils are very well engaged and motivated in lessons. They listen carefully and attentively to their teachers and try their best to succeed. As a result, lessons proceed very smoothly with no interruptions to learning.
- The school's behaviour records and talking to pupils show that poor behaviour is very rare. There have been no exclusions and no racist or discriminatory incidents in recent years. Pupils say that behaviour has improved and they are keen to compete for 'Star of the Week' and 'Christian Values' awards.
- Inspectors observed very good behaviour in lessons, in assemblies and around the school. Pupils play sensibly and act responsibly at break and lunchtimes. They are extremely proud of their school, and very enthusiastic about their experiences. As a result, attendance has risen and is now above average.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel completely safe in school and are very well cared for. They have a very good knowledge of how to keep themselves safe in different situations, including when using the internet, on roads and when cycling.
- Pupils have a very good knowledge of the different types of bullying and understand the difference between bullying and falling out. They say that bullying is extremely rare in the school, and are very confident that it would be sorted out quickly if it occurred.
- All parents who responded to the Parent View survey agreed unanimously that their children are happy and feel safe at school, and almost all thought they are well looked after and behave well.

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

- The headteacher provides clear direction for the school and is well supported by the senior leadership team, middle leaders and governors. Since the previous inspection their actions have improved the quality of teaching and behaviour, and this has led to a rise in pupils' achievement.
- There is a calm, orderly, happy and committed atmosphere throughout the school. This is reflected in the very strong support shown for the school in the parent and staff questionnaires.
- School leaders at all levels, including middle leaders and governors, make good use of data about pupils' achievement and progress. As a result, they have a clear view of the strengths of the school and where it could do better. For example, they are aware that pupils are not always

given work that is hard enough, and plans are in place to address this.

- School leaders effectively check the quality of teaching, and closely monitor and evaluate pupils' performance. Any underachievement is addressed by providing pupils with extra support and guidance if they need it. As a result, all groups of pupils in the school are making good progress.
- Information about pupils' progress and the quality of teaching is used to check how well teachers are performing. It is used to identify where further support or training is needed and when making decisions about teachers' pay.
- Staff work well to share best practice within the school, and there are increasing opportunities for them to observe outstanding teaching in the school's cluster partner schools. As a result, the quality of teaching has improved and pupils' achievement is rising.
- The curriculum is well planned and provides a range of activities that develop pupils' creative thinking and problem solving. It engages and motivates pupils very effectively in their learning and promotes excellent behaviour.
- There is a good range of enrichment for all pupils, including clubs, trips and visits covering sport, music, drama and cultural activities. Pupils spoke enthusiastically about the music theatre activity and the karate club.
- Pupils have opportunities to take on responsibility in areas such as the school council, as team captains and as prefects. The school has a strong Christian ethos and there are strong links with the local church and community, as well as links with a school in South Africa. These all contribute to pupils' very strong spiritual, moral, social and cultural development.
- The school is using the additional primary school sports funding successfully to improve the quality of physical education in the school. Specialist coaches from local clubs take lessons, run activities and train staff in areas such as gymnastics, dance and karate, and the school participates in a wider range of sports competitions. This is having a positive impact on pupils' physical well-being and lifestyles.
- The local authority provides light touch but effective support for this successful school in areas such as training for governors and fostering links with local schools.
- **The governance of the school:**
  - Governors are well informed and know the school well. They have a very clear understanding of the school's strengths and where it could do better. They know how to analyse and interpret data about pupils' achievement and progress, and how this is linked to the quality of teaching. As a result, they ask searching questions and challenge the school effectively. They also hold the school to account by setting challenging targets as part of the headteacher's appraisal.
  - Governors are fully involved in the day-to-day life of the school, and visit the school regularly in a variety of roles. They oversee the school's finances effectively and have a very good knowledge of how extra funding such as the pupil premium and primary school sport funding is spent and the impact it is having. They ensure that the school meets its statutory duties, including those related to safeguarding.

## 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>	106451
<b>Local authority</b>	Wigan
<b>Inspection number</b>	444304

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Parfitt
<b>Headteacher</b>	Mark Speakman
<b>Date of previous school inspection</b>	10 November 2010
<b>Telephone number</b>	01942 222133
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