

# The CofE School of St Edmund and St John

Beechwood Road, Dudley, DY2 7QA

<b>Inspection dates</b>		21–22 May 2014	
<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

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

- For the last three years attainment at the end of Key Stage 1 has been well below the national average.
- Achievement is inadequate because many pupils, including disabled pupils and those who have special educational needs, do not make enough progress in Years 1 to 4.
- Over time, teaching has not been good enough, especially in mathematics and in the teaching of letters and the sounds they make (phonics).
- Pupils make inadequate progress in mathematics and many do not develop the basic skills they need for secondary school.
- Leaders, managers and governors have not driven improvement quickly enough since the previous inspection. School improvement planning is not sufficiently focused on raising pupils' achievement.
- The information that leaders and managers use to judge how well pupils are doing is not reliable enough. This is because some teachers are not sufficiently clear about how to assess and track pupils' progress effectively.
- Leaders with responsibility for subjects and key stages have only recently begun to check on teaching and learning, so their actions have had limited impact.

### The school has the following strengths

- Pupils' have positive attitudes and their behaviour has improved. Their spiritual, moral, social and cultural understanding has developed well.
- Attendance has improved and is now broadly average.
- Children make a good start in the Early Years Foundation Stage
- Teaching has improved in Years 5 and 6 with an increasing amount that is good.

## Information about this inspection

- The inspectors observed 19 lessons, of which three were observed jointly with the headteacher and deputy headteacher.
- Inspectors looked at the work in pupils' books with the headteacher and deputy headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- There were insufficient responses to the online questionnaire for parents and carers (Parent View) to allow analysis. A number of parents spoke to the inspectors during the inspection and their comments were taken into account.
- The inspectors observed the school's work and looked at a number of documents, including the school's own records of pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Sarah Somers, Lead inspector	Additional Inspector
Julia Spittle	Additional Inspector
Ian Hart	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 larger than the average-sized primary school.
- With the exception of the two Reception Year classes, pupils are taught in nine mixed-age classes.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding for those known to be eligible for free school meals and those looked after by the local authority, makes up over half of the school roll and is well above average.
- The proportion of pupils from a minority ethnic background is well above average and the proportion of these pupils who speak English as an additional language is high.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- An above-average proportion of pupils join the school part way through their primary education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in January 2013.

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

- Improve the quality of teaching to consistently good or better by:
  - eradicating all inadequate teaching
  - making sure that teachers in Years 1 to 4 have the knowledge to assess pupils' skills and understanding accurately
  - ensuring that all teachers have consistently high expectations of what pupils can achieve
  - providing training to improve the quality of the teaching of phonics and mathematics
- Raise achievement and accelerate pupils' progress, particularly in mathematics, by making sure that teachers:
  - have accurate information about what pupils can do and use it to plan effectively the next steps in pupils' learning
  - allow pupils time to extend their learning and deepen their thinking
  - provide regular opportunities for pupils to apply their mathematics skills in other subjects.
- Improve leadership and management by ensuring that:
  - leaders check regularly that teaching results in pupils making better progress
  - teachers' assessments of pupils' progress are accurate and reflect the work in their books
  - actions and ways of measuring success in the school's improvement plans are focused on

improving pupils' achievement

- leaders who have a subject or key stage responsibility contribute to improvements in teaching and learning.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils' achievement is inadequate because of inconsistencies in teaching and low expectations in some classes, in Years 1 to 4. This results in pupils making too little progress. Progress is improving in Years 5 and 6 because of better teaching.
- Most children start school with skills and abilities that are typically well below those expected for their age. They make good progress in the Early Years Foundation Stage where teaching is effective. Children are provided with a good range of practical activities and effective support by adults means that they make good progress in their learning.
- This good start is not built on well enough and when pupils move to Key Stage 1 their progress slows. By the end of Year 2, pupils' attainment has been well below average for the last three years and shows little sign of improvement.
- Pupils in Year 1 did not do well enough in the 2013 national phonics check because the teaching of phonics is weak.
- In 2013, only half of the pupils reached the expected level for their age in reading, writing and mathematics at the end of Year 6. Nationally, three quarters of pupils managed this. These low standards mean many pupils have not gained the reading, writing and mathematics skills needed for secondary school.
- The proportion of pupils who made the progress expected of them, by the end of Year 6, in mathematics was well below average. Too many pupils failed to gain sufficient skills and understanding because they did not have enough opportunities to use and apply their learning.
- Pupils' progress in reading was also too slow. As a result, the proportion of pupils making the progress expected of them was below average. Progress in writing, in 2013, was stronger and the proportion of pupils who made expected progress was above average. This was because pupils were given opportunities to practise their writing at length.
- Pupils in Years 5 and 6 are making better progress this year. However, underachievement from previous years means these pupils have to be taught skills and knowledge that they should already have acquired. As a result they are not yet working at the levels they should be.
- Pupils who speak English as an additional language and pupils from minority ethnic backgrounds make similar progress to their peers. In Years 1 to 4 most pupils make too little progress. In Years 5 and 6 and the Early Years Foundation Stage they make better progress because of improved teaching.
- Disabled pupils and those with special educational needs make inadequate progress. In the past there has been little specific, additional help to enable them to catch up with other pupils in the school. It is too soon to measure the impact of more recent programmes that have been introduced to support these pupils.
- The school uses much of its pupil premium funding to employ extra staff. In 2013, the attainment of eligible pupils was about a term behind the others in the school, in mathematics and writing, and similar to their peers in reading. These pupils made broadly average progress except in mathematics.

- The school's use of the primary sports funding is leading to more pupils regularly engaging in physical activity.

### **The quality of teaching**

### **is inadequate**

- Teaching has not been effective in securing good progress for all classes and groups of pupils. Teachers in Years 1 to 4 do not have high enough expectations of what pupils can achieve. As a result of weak teaching over time pupils are making inadequate progress in Key Stage 1. Teaching in Years 3 and 4 is inconsistent and pupils do not make enough progress.
- The teaching of mathematics in Years 1 to 4 is weak. Teachers do not set interesting or challenging work. Pupils often repeat work they already understand and can do. This leaves too little time for learning something new, to solve problems or apply their learning to real-life situations.
- In Years 1 to 4, the information teachers use to plan work for pupils is sometimes inaccurate. As a result, the work they set is not at the right level for the differing groups of pupils. For example, in some classes, more-able pupils complete work that is too easy for them.
- The teaching of phonics has been weak. As a result, too many pupils do not have a secure foundation for reading and spelling. The school is organising training to tackle this problem.
- In Years 5 and 6, teachers' increased expectations of what pupils can do encourages them to work hard and do their best. In these classes, teachers intervene effectively, for example, by using questioning to ensure that pupils' learning is on track and to check the depth of their understanding.
- Staff in the Early Years Foundation Stage provide children with a variety of well-planned and interesting activities to practise and reinforce their skills.
- In recent weeks there have been improvements in the quality of marking, presentation and handwriting in most classes. However, it is too early to see the impact of this on pupils' achievement overall.
- The support staff generally provide effective support for individuals and groups but their impact on pupils' progress varies depending on the appropriateness of the work set by the teacher.

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

### **requires improvement**

- The behaviour of pupils requires improvement. Pupils sometimes become restless because they are not captivated by the teaching. When the work is too easy for them they become distracted.
- There has been some improvement in behaviour since the previous inspection. Pupils generally behave well around the school and in the playground. Pupils are friendly, courteous and polite, and they show consideration for others.
- Pupils from different cultures get along well. There is a strong emphasis on developing effective social skills. For example, pupils enjoyed the assembly led by the headteacher where they discussed what is special to other people and why. Pupils were also asked to reflect on how they could make life in school better for someone.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school and that adults in the school care about them. They say that bullying is not a concern to them. Even so, they have a good awareness of different types of bullying, including racial abuse, name calling, and bullying via the internet or social media.
- Attendance has improved and is broadly average. The school's work with children and their families, where attendance is a concern, has been successful in making sure they attend school regularly. Pupils are proud of the rewards they receive for improved attendance and they understand the importance of attending school every day.

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

- Until recently, leaders have not taken effective action quickly enough to improve the quality of teaching and increase pupils' progress. Many changes are recent and therefore have had limited impact on pupils' learning.
- Improvement plans identify important priorities but they are not specific enough to raise pupils' achievement quickly. In the past, some teachers have not applied the headteacher's guidance consistently or quickly enough in order to have an impact on pupils' achievement. Some leaders, including those with subject and key stage responsibilities, are new to their roles and are not yet contributing effectively to improving teaching and learning.
- The progress pupils make is assessed and recorded at regular intervals. However, assessments are not accurate in Years 1 to 4 and many do not match the work in pupils' books. This has not been adequately addressed. It also makes it difficult for leaders to check the impact of teaching on pupils' progress.
- The variation in the quality of teaching means that not all pupils have an equal opportunity to succeed.
- Since the headteacher's appointment, some of the initiatives she has introduced have had a positive impact such as the improvements in behaviour and attendance. Teaching has improved in the Early Years Foundation Stage and in Years 5 and 6.
- The wider curriculum supports pupils' personal development and makes a sound contribution to promoting their spiritual, moral, social and cultural development. The curriculum for mathematics does not provide opportunities for pupils to practise and apply their skills in other subjects.
- Primary school sports funding is being used to provide specialist sports coaching. This has increased staff knowledge and understanding and pupils are engaging in more physical activity.
- Some parents who spoke to inspectors had concerns about homework and the progress of their children.
- The local authority has provided increased support for the school since the previous inspection. Recent visits have assisted leaders in evaluating the quality of teaching and engaged the school in a frank dialogue about pupils' achievement. Effective training and support has been given to the governing body.
- All statutory duties to safeguard pupils are met, including the safe recruitment and appropriate training of staff.

- The school should not appoint newly qualified teachers.

■ **The governance of the school:**

- Governors have a better understanding of the school's performance than at the time of the previous inspection. They are aware that action has not been quick enough to tackle areas of improvement identified at that time. The Chair of the Governing Body has ensured that new governors enhance the skills and capacity of the governing body to support school improvement. An external review of their skills and effectiveness has helped governors determine where further improvements and training are needed. Recent training has already helped them to develop their knowledge of data relating to pupils' achievement and they are increasingly asking informed and challenging questions. They monitor the impact of spending such as the pupil premium and make sure that financial resources are being used effectively to drive improvement. Governors ensure that arrangements for managing the performance of teachers are appropriate and are linked to pay. They are aware that recent actions undertaken to support the school's improvement are too new to measure the impact on pupils' achievement.



## 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>	103852
<b>Local authority</b>	Dudley
<b>Inspection number</b>	445910

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>	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Wickens
<b>Headteacher</b>	Caroline Phipps
<b>Date of previous school inspection</b>	9 October 2013
<b>Telephone number</b>	01384 816715
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