

St John's and St Peter's CE Academy

St Vincent Street West, Ladywood, Birmingham B16 8RN

Inspection dates	17–18 May 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching and learning remains variable. It does not enable pupils to make consistently strong progress in reading, writing and mathematics across all year groups.
- The most able pupils are not given learning tasks which are challenging enough for them so they do not achieve as well as they could.
- Boys progress less well in their learning than girls, particularly in writing.
- Pupils are not always made fully aware of what they should do to improve their learning further.
- Pupils' achievement in writing remains weaker than in reading or mathematics.
- Not all teaching assistants support learning well enough.
- Strong actions taken by school leaders and managers to securely improve teaching and pupils' achievement since the school joined the multi-academy trust have had too little time to improve them sufficiently. However, the school continues to improve.
- Senior leaders do not always check well enough on the quality of teaching to ensure it is of a high enough standard.
- Leaders and managers do not track the progress of the most able pupils rigorously enough to identify shortcomings in this group's achievement.

The school has the following strengths

- Early years provision is strongly led and meets children's needs effectively. Increasing proportions of children are well prepared to join key stage 1.
- Reading is well taught following the many improvements made to teaching by leaders and managers.
- Since the school has been supported by St Thomas CE Academy, teaching has improved greatly. Pupils' progress in key stage 2 is now much faster in mathematics and reading.
- Pupils behave well and enjoy their learning because of the nurturing and caring approach of staff, who support pupils' personal development and welfare effectively.
- The pupil premium funding is used successfully to support disadvantaged pupils' achievement.
- The school development and improvement plan is well focused on strengthening the quality of teaching and pupils' outcomes.
- Members of the board of directors keep a good check on how well pupils are achieving.

Full report

What does the school need to do to improve further?

- Further strengthen the overall quality of teaching throughout the school in order to more rapidly accelerate pupils' achievement by:
 - giving the most able pupils more challenging learning tasks to aid their progress
 - making all pupils aware of what they should do to improve their learning
 - ensuring all teaching assistants maximise learning for pupils
 - increasing boys' progress in their learning so gaps between them and girls narrow quickly, particularly in writing.

- Increase the impact leaders and managers have on pupils' outcomes by:
 - carefully tracking progress made by the most able pupils to more rapidly identify and address underachievement
 - tightening checks made to ensure all teachers are doing what is expected of them.

Inspection judgements

Effectiveness of leadership and management is good

- School leaders and managers have a strong vision, based on high expectations, for all aspects of school life. Their vision is shared by all members of staff and the board of directors. Collectively, they have created a strong culture for success which is beginning to ensure that pupils thrive in their learning. The culture has been successfully established since the executive headteacher started working with the school and since it joined the multi-academy trust.
- Membership of the multi-academy trust means the school benefits from high-quality support provided by senior leaders and staff from St Thomas CE Academy. The support has ensured rapid improvement in the quality of teaching and many aspects of pupils' achievement.
- Senior leaders have swiftly identified weaknesses which they have taken robust action to overcome rapidly. The impact of these actions can be seen in improving pupils' outcomes. It is too early, though, to see the full benefit of the improvements made to teaching by senior leaders. Strong foundations have been laid for success in the future.
- Teachers welcome the guidance senior leaders give them about improving their teaching. Teachers act swiftly on guidance and some improvements were seen during the inspection. In one class, a teacher was asked by a senior member of staff on the first day of the inspection to consider how the most able pupils could be challenged more in a mathematics lesson. The following morning the teacher told the lead inspector how he was going to provide more challenge for the most able pupils in their next mathematics lesson.
- Performance management is rigorous and used effectively to improve teaching. Targets set for teachers are closely linked to the teachers' standards and based on aspirational targets for pupils' progress.
- The leadership of literacy and numeracy is strong. Leaders and managers have clearly identified priorities to improve pupils' achievement and prioritised them effectively. The high-quality school development and improvement plan is being worked through systematically, so the greatest barriers to learning are eliminated first.
- Pupils are well prepared for life in modern Britain because of the effective teaching of values for life. The school community comprises pupils from many different ethnic backgrounds and pupils have a clear understanding of how important it is to be tolerant of others' faiths and beliefs. They see their school and country as one family. They explained to an inspector that everyone smiles in the same language.
- The carefully crafted curriculum is supporting pupils' improving achievement. It is rich and diverse, while meeting the needs of many pupils well. The creative curriculum taught in the afternoon is well matched to pupils' interests. Pupils contribute to the direction their learning takes, while teachers are careful to check that all aspects of the national curriculum are covered within each phase of the school.
- Pupils participate in many different clubs and activities, enabling them to learn new skills, such as the Samba band which was heard playing during the inspection.
- Additional funding to support disadvantaged pupils, the pupil premium, is used effectively in the school. The latest school performance information shows disadvantaged pupils in many classes making greater progress than other pupils. In 2015, attainment gaps between disadvantaged pupils in the school and other pupils nationally in reading, writing and grammar, spelling and punctuation, narrowed from the previous year.
- The additional funding to enhance school sports is used effectively. Many more opportunities than previously are provided for pupils to work with specialist sports coaches to develop their sporting prowess. In the early years, sports coaches work successfully in developing children's gross motor skills through fun activities.
- Pupils' spiritual, moral, social and cultural development is well promoted in school. Pupils are given many opportunities to experience the richness and diversity of the heritage and cultures which make up the school community. For example, pupils flew kites when they celebrated the festival of Uttarayan, which marks the days in the Hindu calendar when winter begins turning to summer.
- The school-managed breakfast club provides well for the needs of the pupils who attend. Staff are well trained and ensure pupils are safe at all times when attending the club.
- **The governance of the school**
 - The board of directors that came into existence when the school became part of the multi-academy trust has moved rapidly to ensure all statutory requirements are met. Members discharge their duties

diligently and effectively. Minutes of meetings show they ask challenging questions of school leaders about areas in which the school is less strong. While they are happy with the improvements which have taken place so far, they have a thirst for more rapid improvement to ensure the best possible outcomes for all pupils.

- The arrangements for safeguarding are effective. The school's policies to ensure pupils are well protected are in place and reviewed regularly. All staff undertake rigorous and regular training in child protection. Meticulous records are kept to ensure everyone is fully up to date with the latest requirements. The school works well with a wide range of outside agencies to ensure potentially vulnerable pupils are well supported. The diligent and well-informed strategic head of pastoral development work across the multi-academy trust is effective in his role. He makes a strong contribution to the safety of pupils in the school.

Quality of teaching, learning and assessment **requires improvement**

- Despite many improvements in the quality of teaching it remains inconsistent. This inconsistency means pupils make varying rates of progress across the school in a range of subjects. The teaching of writing is less strong than the teaching of reading or mathematics. Senior leaders have astutely identified these shortcomings and plan to address them rapidly.
- The most able pupils are not challenged effectively enough in lessons because they are asked to complete learning tasks which are too easy for them.
- Pupils are not always told what they should do to improve their work, which hampers their learning.
- Teaching assistants in a few classes make strong contributions to learning but in other classes they sit passively while teachers explain learning tasks when they could be more involved in driving learning forward.
- Robust assessment systems are well linked to the new curriculum. Overall, they are used effectively to track the progress of groups of pupils, but not consistently so for the most able pupils, which means that teachers and leaders cannot spot rapidly enough if any of this group are underachieving.
- Many teachers ask challenging questions of the majority of pupils, which make them think carefully about what they have learned and extends their learning effectively. In many lessons, learning progresses at a fast rate – helping pupils to learn well.
- Displays are used well in many classrooms and around the school to enhance learning. Many teachers refer pupils to learning walls if they get stuck. The walls give pupils the support and confidence they need to learn well independently.
- Creative and exciting teaching techniques are used in many lessons to motivate and stimulate pupils, helping them to learn well. The latest smart screens in classrooms are used to good effect by teachers to engage pupils and explain difficult concepts.
- Phonics is taught effectively, enabling pupils to use their skills to blend letters, form words and break down letter sounds when they become stuck while reading.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The work of the school to promote pupils' personal development and welfare is good. Pupils are well supported in their learning by staff, who adopt a very caring and nurturing approach.
- In lessons, inspectors noted how confidently less able pupils and pupils who have special educational needs or disability were able to explain what they were learning. They were observed being successful in their learning because of the support they receive during lessons from some well-skilled teaching assistants.
- Pupils are taught effectively how to stay safe. They explained that many visitors speak to them in school about how to stay safe outside school and when using the internet. Pupils say they feel safe in school and report that their teachers look after them well.
- When asked about bullying, one pupil exclaimed, 'We don't do that sort of thing'. They went on to explain that any problems are sorted out quickly by adults.
- There is no racism in this school. Pupils proudly proclaimed to an inspector, 'We are all friends with different skin colours'.

Behaviour

- The behaviour of pupils is good. Pupils dress very smartly in their new uniforms, which they wear with a sense of pride. The school is a calm and well-ordered place for pupils to learn. Pupils are polite, courteous and well-mannered. They hold doors open for each other, smiling politely as adults and pupils pass through and thank them.
- Pupils enjoy attending school regularly. The pastoral leader has worked successfully with parents to improve the attendance of those pupils who were previously regularly absent from school. This success means their learning is not now suffering.
- Occasionally in lessons, a number of boys who become bored, particularly when writing, switch off and do not engage as well as they might in their learning.

Outcomes for pupils

require improvement

- From their individual starting points, all pupils across school are making variable rates of progress in their learning because of the remaining inconsistencies in the quality of teaching. Pupils' achievement in writing lags behind that in reading and mathematics. The progress boys make in writing is slower than in reading and mathematics.
- All groups of pupils' books show they make stronger progress in some year groups than they do in others. This is clearly the case in reading, writing and mathematics, as well as other subjects taught across the creative curriculum.
- The most able pupils make progress which lags behind that of other groups and, as a result, they do not reach the higher standards of which they are capable because they are not challenged enough in lessons.
- Pupils who speak English as an additional language are well supported in their learning to achieve good outcomes.
- Standards in reading, writing and mathematics were below average at the end of Year 2 in 2015. Standards at the end Year 6 were below average in mathematics and reading, and writing, grammar, punctuation and spelling. The latest school performance information shows pupils' progress is now accelerating.
- The latest accurate school performance information shows that increasing proportions of pupils are on track to reach age-related expectations at the end of this academic year. Accelerating progress and higher standards are confirmed by first-hand inspection evidence.
- In 2015, strong improvement was made in standards at the end of Year 6 in reading and mathematics, compared with 2014, and pupils' progress improved well in these subjects. Achievement in reading is strong because phonics is so well taught.
- Pupils who have special educational needs or disability and those who are disadvantaged made good progress and are closing attainment gaps compared to other pupils nationally from their individual starting points. This continues to be the case in school now.
- Last year an increased proportion of pupils in Year 6 were well prepared for secondary education. The latest school performance information shows this is likely to be the case again this year.

Early years provision

is good

- From their individual starting points, which are below those typically expected for their age, children benefit much from the stimulating learning and development opportunities, so the majority of them are well prepared to join Year 1.
- The proportion of children reaching a good level of development is increasing. This year the proportion is accurately projected to be nearer to the national average.
- Disadvantaged children make strong progress in their learning and development because of the careful use of additional funding to support their learning. In many cases, they attain higher standards than other children.
- The early years is effectively led, ensuring teaching is of consistently good quality. Children are kept safe through the regular checks and risk assessments, which are carried out on equipment, and through other actions. Children behave well because they enjoy school and respond well to rules and routines.
- The indoor and outdoor learning areas are carefully designed to support children in their learning. No

opportunity is missed by the teacher to challenge and extend learning. While sitting eating toast and fruit, children noticed the teacher attaching magnetic coins to an easel for a lesson. Immediately the teacher started to ask the inquisitive children, who began to crowd round excitedly, challenging questions which made them think really hard. This shows how adults in early years are always seeking to extend children's learning.

- Early years staff work well with a range of outside agencies to support the children. Currently, they are working closely with a local private provider to ensure children are well prepared to join the Reception Year at St John's and St Peter's.

School details

Unique reference number	138883
Local authority	Birmingham
Inspection number	10012429

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Dr Julia Burton
Headteacher	Daniel Lassetter
Telephone number	0121 675 1398
Website	www.allsaintsmat.school
Email address	St.johns@allsaintsmat.school
Date of previous inspection	4–5 June 2014

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium funding (additional funding for pupils known to be eligible for free school meals and children looked after by the local authority) is above the national average.
- The proportion of pupils who have special educational needs or disability is above the national average.
- The proportion of pupils from minority ethnic groups is well above average, as is the proportion of pupils who speak English as an additional language.
- Early years provision is full-time in the Reception class.
- The school provides a breakfast club for pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school became part of the All Saints Multi-Academy Trust Birmingham in November 2015.
- St John's and St Peter's is receiving support from St Thomas CE Academy. Both academies share a board of directors.

Information about this inspection

- Inspectors observed learning in lessons and part-lessons. Six part-lessons were observed jointly with the operational head of school and the strategic head of school improvement.
- Meetings were held with senior leaders, school staff and five members of the board of directors, including the chair. The lead inspector also spoke with a representative from the diocese.
- Inspectors held discussions with parents and groups of pupils. Inspectors also spoke informally to pupils in lessons, and during breaks and lunchtimes.
- Inspectors scrutinised the work pupils produced during lessons and in a wide range of their books over time. They also listened to a small number of pupils from Year 1 and Year 2 read.
- Inspectors observed the work of the school closely and looked at the latest school performance information showing the progress pupils are currently making.
- Other documentation scrutinised included plans for school improvement, safeguarding information, behaviour logs, attendance records and minutes of the meetings of the board of directors.
- Inspectors took account of 31 responses to a parent questionnaire circulated recently by the school because there was only one response to the online questionnaire (Parent View). Inspectors also considered nine responses to the online pupils' questionnaire, 10 responses to the online staff questionnaire and one freeview text response.

Inspection team

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