

St John's and St Peter's Church of England Academy

St Vincent Street West, Ladywood, Birmingham, West Midlands B16 8RN

Inspection dates

6–7 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- The strong actions taken by the executive headteacher since the school joined the All Saints Multi Academy Trust have led to significant improvements in the quality of education.
- Leaders and managers have clear strategies in place to address the issues that face the school and have set a culture of high expectations. As a result, the quality of teaching is improving and pupils make more progress than previously.
- The trust's directors provide effective strategic support to leaders and hold them to account rigorously. They have a positive impact on the improvement of the school's standards.
- Teachers and support staff fully support leaders' ambitions and the caring ethos of the school. Consequently, all pupils, including those who are disadvantaged, speak English as an additional language or have special educational needs (SEN) and/or disabilities are well supported to make good progress.
- Pupils feel safe at school. They enjoy learning and taking part in a wide range of activities. Although a large number of pupils leave or join the school at times other than normal times, pupils get on well with each other and the school has a pleasant and calm atmosphere.
- Leaders have designed and implemented a curriculum that engages pupils and supports their spiritual, moral, social and cultural development effectively.
- Staff in the Reception class give children the attention they need to flourish and learn. As a result, children enjoy their time at school and develop the skills and knowledge they need to progress to Year 1.
- Teaching is improving, but there are still some variations in the quality of practice and its impact on outcomes across year groups varies.
- The strategic leadership of the school by the executive headteacher is effective over the two schools of the multi-academy trust. Within this structure, however, the role of head of school is still not set out clearly so that all leaders can contribute fully.
- The recently appointed subject leaders have focused their attention successfully on developing the content of the curriculum. However, they have not yet had opportunities to improve teaching and learning in their subject.

Full report

What does the school need to do to improve further?

- Continue to improve outcomes for pupils by ensuring that the most effective practices are embedded and replicated across year groups so that teaching is of a consistently high standard.
- Further strengthen leadership and management by:
 - developing the role of head of school within the strategic leadership structure of the multi-academy trust
 - developing the role of the new middle leaders so that they have a sustained impact on the improvement of the quality of teaching, learning and assessment.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school joined the multi-academy trust, the executive headteacher has shown great determination and strategic skills in developing effective systems to ensure that all pupils are supported to make good or better progress. As a result, there is a strong sense of purpose and a culture of achievement for all in the school.
- The strategic leadership of the school, shared with St Thomas Church of England Academy, is highly effective in addressing issues that were preventing pupils from making sufficient progress in the past. Leaders have a clear vision of what they need to achieve to enhance pupils' life chances. They rigorously track the progress of pupils and use this information to good advantage. Consequently, pupils' attainment is improving steadily.
- Teachers currently teaching at the school were all appointed since the creation of the multi-academy trust or were previously employed at St Thomas Church of England Academy. Leaders have restructured the teaching assistants' team to provide more support for pupils. Currently, two year groups work as a phase and share two teachers, one higher level teaching assistant and two teaching assistants. All members of staff receive appropriate training. Close collaboration with staff at St Thomas also provides teachers and support staff with opportunities to develop their practice. Teachers and support staff welcome these professional development opportunities and are highly motivated.
- Leaders regularly check that the quality of teaching, learning and assessment is consistent with the expectations they have set. They support and challenge staff to ensure that they deliver the curriculum well and support the progress of all pupils. Teachers and support staff take full responsibility for the progress of their pupils and respond positively to this culture of accountability.
- Leaders make sure that the information on pupils' progress they get is reliable. Teachers regularly compare their assessment results with that of St Thomas' pupils, and pupils from other schools in the diocese, at moderation meetings. These meetings provide evidence that pupils' attainment is comparable to the attainment of pupils of similar abilities in other schools.
- The ethos and values of the school underpin all aspects of school life. These values are reflected in the curriculum, which is designed to provide a well-rounded education for pupils. The development of literacy and numeracy is well supported through subjects other than English and mathematics. Teaching is organised in a way that allows teachers to cover a wide range of subjects and to make connections between subjects. There are opportunities for pupils to choose topics they want to study.
- The curriculum is also delivered outside classrooms through a range of enrichment activities that contribute greatly to pupils' enjoyment of learning. The curriculum is designed to provide memorable experiences to pupils. The school offers a wide range of extra-curricular activities, as well as trips and visits, including visits to a variety of places of worship to develop an understanding of the diversity of the local community. Every year, both schools in the multi-academy trust take all key stage 2 pupils away for a three-day residential visit, during which learning activities are centred on a theme.

Pupils and teachers talk with enthusiasm about these residential stays.

- Leaders have conducted very detailed analyses of the barriers to learning that may prevent disadvantaged pupils from making good progress. As a result, staff have effective strategies in place to support disadvantaged pupils through the use of the pupil premium funding. Disadvantaged pupils receive personalised support when required and have access to the full range of activities that the school offers. Leaders monitor closely the impact of their actions to support disadvantaged pupils and intervene swiftly when issues arise.
- Leaders ensure that the primary physical education (PE) and sport premium is used effectively. The funding allows the PE leader to provide training for the teaching of PE to his colleagues and to increase pupils' participation in sporting activities. In addition to after-school clubs where there is a range of sports on offer, pupils can take part in inter-school football and cricket competitions. The school runs sports weeks during which pupils take part in sporting events and learning activities in lessons are linked to sport themes. Pupils can also take part in sporting activities organised by the PE leader at lunchtime.
- The school makes effective use of the funding provided to support pupils who have SEN and/or disabilities. Pupils benefit from personalised support and interventions to allow them to access the curriculum and to make progress. When required, the school works effectively with external agencies to provide additional support.
- The pupils' spiritual, moral, social and cultural development is a strength of the school. Leaders have introduced a social and emotional learning element to the curriculum that is specifically designed to focus on self-awareness and empathy. Art and music are strong features of the enrichment activities the school offers. The spiritual and moral development of pupils is part of the ethos and values of the school. Some of it is delivered skilfully and sensitively through the 'devotion' assemblies.
- The strategic leadership structure of the multi-academy trust provides the school with increased leadership capacity and effective systems to improve standards. However, lines of accountability for the two headteachers have not been established clearly enough and this sometimes means that the day-to-day running of the school is not as smooth as it could be.
- Subject leaders work well together and are effective in developing the content of their respective areas of the curriculum. As they are new in post, they have not yet had a full impact on ensuring the consistency of teaching, learning and assessment in their subject areas.

Governance of the school

- The directors of the trust provide strong governance to the school. They are passionate about ensuring that the school provides a good standard of education. They make sure that the multi-academy trust arrangements benefit pupils and staff in both schools. They take responsibility for their own training and visit the school regularly to ensure that they know with precision what the school's strengths and weaknesses are. They trust leaders, but ask searching questions and hold them to account for the performance of the school.

- Directors have the skills and detailed knowledge of the school to contribute effectively to its financial management and improvement planning. They monitor the budget and the impact that additional funding, especially the pupil premium, is having on the attainment and well-being of pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The caring culture of the school is reflected in its approach to safeguarding. There are effective policies and processes in place to ensure that pupils who may be at risk are well supported. Staff undertake regular training and are confident they are well equipped to identify and support vulnerable pupils. Leaders know the community well. They make sure that all staff are vigilant and report issues when they arise. Leaders follow up these issues when it is appropriate and work well with families and external agencies to ensure prompt resolution of problems.
- Pupils and their parents feel that the school provides a safe environment. Pupils are taught about risks and how to stay safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching is improving steadily. Teachers are well qualified and they fully support the culture of high expectations established by leaders.
- The content of teaching is led by subject leaders who work within the multi-academy trust. As a result, there is a lot of support for teachers to plan and deliver lessons and a high level of consistency in the content of teaching for each subject.
- Teachers have good subject knowledge and they plan learning activities that support pupils' progress in an engaging way. They know their pupils well. The positive relationships between teachers and pupils allows for lesson time to be used productively. Pupils collaborate with each other willingly and routinely support each other's learning.
- The presentation of work in books reflects the high expectations of teachers. There is also clear evidence in books and in lessons that teachers plan learning activities that are designed to provide appropriate challenges to pupils of different abilities.
- Lessons are taught in a creative and engaging way. There is a strong emphasis on the social and emotional development of pupils. Pupils respond well to the ways in which they are taught through themes. Lessons are effectively designed to support the development of pupils' literacy and numeracy through a wide range of topics.
- Teachers encourage pupils to develop an interest in reading. The teaching of phonics is effective. Pupils have a guided reading lesson every day. Work in their books shows that this is having a positive impact on their reading comprehension skills.
- Teachers work well with teaching assistants to ensure that all pupils are appropriately supported to make progress in lessons. The current staffing arrangements mean that each year group is taught by a teacher supported by two teaching assistants. As a result, pupils receive a high level of individual support and those who experience

difficulties with some of the learning activities can keep up with their peers.

- Teachers assess pupils' progress regularly and rigorously. They work with colleagues from the other school in the multi-academy trust to ensure that their pupils are working at a standard that is appropriate for their age and ability.
- The quality of teaching is improving steadily, with an increase in the proportion of highly effective practice. However, the progress pupils make varies between classes. Leaders are aware of this. They are developing ways to provide teachers with good opportunities to observe each other and share successful approaches.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has a caring and inclusive ethos. It makes the most of the diversity of its intake to reinforce its key message of 'self-belief, mutual respect and belonging'. Through the social and emotional learning that is part of the curriculum, teachers have a consistent focus on the development of pupils' self-awareness, respect for other people's beliefs and empathy.
- Pupils are encouraged to take responsibility for key aspects of school life. They are proud of their school and they are keen to be involved as members of the school council or as house captains.
- Pupils say that they feel safe at school. They receive regular information and advice on how to avoid risks and stay safe, including when they use the internet or social media.
- Pupils get on well with each other. They say that bullying is not a problem because 'it is easy to make friends here'. They trust adults at the school and know that there is always someone they can talk to if they have a problem. They clearly relate to the key values of the school.
- Parents who talked to the inspectors were unanimous in saying that their children are happy and safe at the school. The school's success in getting increasing attendance of parents to school events such as celebration assemblies, school productions and concerts, contributes greatly to the cohesion of the school community.

Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils enjoy school and have positive attitudes. Relationships between pupils and staff are positive. On the rare occasions when behaviour issues have to be addressed, staff handle the situation effectively and the learning of pupils is not disrupted.
- Pupils respect adults and each other. The atmosphere in classrooms and around the school at breaktime and lunchtime is pleasant and friendly. Learning and behaviour routines are well established and pupils are clear about how they should behave throughout the day.

- The key issue the school faces when recording and following up absences is the unusually high mobility of pupils. Leaders are dealing effectively with this situation. Pastoral leaders have effective systems in place to track and support pupils' attendance. They follow up issues and work well with families and external agencies when support is required to tackle persistent absences.

Outcomes for pupils

Good

- The improvement in the quality of teaching, the more rigorous assessment procedures and the effective tracking of pupils' progress have led to a marked improvement in outcomes for pupils.
- Attainment and progress in reading, writing and mathematics at the end of key stage 2 in 2017 were below national averages. Although attainment improved from 2016, progress declined, especially in reading. Leaders analysed previous assessments carefully and found that there were inaccuracies. Consequently, rates of progress were unreliable for that year.
- Leaders made some adjustments to establish with increased accuracy the starting point of each pupil in order to track their progress and inform interventions. As a result, they now have reliable information to check on the progress pupils make in each year group. The school's data and evidence in pupils' books show that, typically, pupils' attainment in reading, writing and mathematics is in line with what can be expected for their age. This indicates that, overall, pupils make good progress from their starting points.
- In the past, boys have not done well in writing and so they have had to make up lost ground in key stage 2. However, leaders are taking effective action to improve teaching and learning in writing throughout the school. Boys lower down the school, especially at key stage 1, are currently achieving well.
- More than half of the pupils speak English as an additional language, many of whom are recent arrivals to the country. The school has very effective strategies to support these pupils. As a result, they make good progress and their attainment is in line with that of other pupils.
- Disadvantaged pupils make overall better progress than other pupils. They benefit from the support the school provides them with. The most able disadvantaged pupils also make better progress than their peers.
- Support for pupils who have SEN and/or disabilities is well targeted and the progress of these pupils is monitored rigorously. Consequently, from their starting points, pupils make at least good progress and, in some cases, accelerated progress.
- Teachers have developed strategies in each subject area to ensure that pupils of all abilities make appropriate progress. The most able pupils are routinely given activities that challenge them to a greater depth. As a result, the most able pupils are making good progress.

Early years provision

Good

- Leaders know with precision what the strengths of the early years provision are and what weaknesses they need to address. They regularly check on the effectiveness of all aspects of the provision, provide training for staff, evaluate the impact of their initiatives and set ambitious targets.
- A large number of children join the Reception class with skills that are lower than those of most others of their age, especially in the areas of language and communication. Owing to the nature of the catchment area, a high number of children speak English as an additional language and join and leave the Reception class during the school year. Staff analyse the needs of children when they join early years, and at regular intervals after that, to provide well-targeted activities to support their development. As result, the vast majority of children make good progress during their time in the Reception year.
- The teaching of phonics is effective. Children are encouraged to read regularly. Every day finishes with a member of staff reading a story to children and asking questions about the story lines. Children greatly enjoy this activity.
- The curriculum is well adapted to the needs of the children. Staff focus on early literacy and numeracy and provide structured activities to prepare the children for Year 1. Children also do a wide range of activities independently to develop their creativity and social skills.
- Safeguarding is effective. Children enjoy a pleasant and safe environment in which to learn and play. Learning and social routines are well established and children behave well throughout the day.
- Leaders and staff are proactive in encouraging parents' involvement in their children's education. Parents are involved in the setting of learning targets for their children and in following up the next steps of their learning. Parents are invited to join their children for a handwriting activity for 10 minutes every morning before lessons start. Staff organise regular events to celebrate children's success, which are increasingly well attended by parents.

School details

Unique reference number	138883
Local authority	Birmingham
Inspection number	10048293

This inspection of the school 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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The board of trustees
Chair	Dr Julia Burton
Headteacher	Daniel Lassetter
Telephone number	0121 675 1398
Website	www.allsaintsmat.school
Email address	stjohns@allsaintsmat.school
Date of previous inspection	17–18 May 2018

Information about this school

- This school is smaller than the average-sized primary school.
- The early years provision is full time in the Reception class.
- The proportion of pupils supported by the pupil premium funding is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- 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 is part of the All Saints Multi Academy Trust Birmingham, which also includes St Thomas Church of England Academy. The schools share a board of directors.

Information about this inspection

- Inspectors observed pupils' learning in 10 lessons, including some jointly with senior leaders.
- Inspectors observed pupils' behaviour at breaktime and lunchtime and talked to pupils informally.
- Inspectors listened to pupils read and looked at their work in books.
- Inspectors talked to parents at the start and end of the school day.
- Inspectors considered the views of 20 staff who completed the staff questionnaire.
- Meetings were held with a group of pupils, four members of the board of directors, the school's senior and middle leaders, the special educational needs coordinator, and the school's improvement partner.
- Inspectors looked at school documents, including: the school's self-evaluation and improvement plan; minutes of governing body meetings; the school's information on pupils' progress; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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