

## INSPECTION REPORT

**TOTNES ST JOHN'S C of E PRIMARY SCHOOL**

Totnes

LEA area: Devon

Unique reference number: 113406

Headteacher: Mrs M Seward

Reporting inspector: Mr M S Burghart  
20865

Dates of inspection: 19<sup>th</sup> – 20<sup>th</sup> November 2002

Inspection number: 247365

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Pathfields Totnes Devon
Postcode:	TQ9 5TZ
Telephone number:	01803 864695
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Horsburgh
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Totnes St John's Church of England School is a slightly below average sized primary school in the Bridgetown area of Totnes in Devon. The school provides good accommodation for seven classes. All except Years 2, 3 and 6 are taught in classes which contain pupils from more than one age group. There are 218 children on the school roll aged four to eleven. There is an average of 31 pupils per class. Pupils are drawn from the local surrounding area from a mix of accommodation, mostly from the local estate. Most of the pupils attend some kind of pre-school group (many at the onsite Sure Start facility) before starting Year R. Their attainment on entry to the school, aged four, varies, but overall is below average. The headteacher has been at the school for eight years initially as deputy, then as acting head and for the last five years as head. She is supported by five full time teachers and six part time. There are 57 pupils on the special educational needs register. This is above the national average. Four pupils have formal statements under the terms of the DfES Code of Practice<sup>1</sup>, which proportionally is above average. Fifty-two children are known to be eligible for free school meals, which is above the national average. Ten pupils require extra support as a consequence of having English as an additional language. This too is above average. The proportion of pupils joining the school other than at the start of reception is very high. The school has lengthened taught time on four days a week in order to close at 1.30 p.m. on Fridays when a variety of clubs run by qualified teaching assistants are available to pupils. Acts of worship were inspected by a representative of the diocese. His report appears under a separate cover.

### **HOW GOOD THE SCHOOL IS**

St John's is a good, very effective school. Good, and frequently very good, teaching successfully helps children to achieve very well. Many of the above average proportion of pupils with special educational needs reach, or almost reach, national expectations by the time they leave. Relationships are very good and behaviour is well managed, resulting in good standards. Pupils and staff get on well together and this has a significant impact on the quality of learning. Because of very good leadership and management the school has very clear educational direction, achieves its aims, and gives good (and improved) value for money.

### **What the school does well**

- Teaching is good and successfully helps pupils to achieve very well.
- Support and teaching for special educational needs is very good. The school takes very good care of all its pupils.
- The school successfully encourages pupils' positive attitudes, behaviour and very good relationships. Moral and social provision is very good and contributes to pupils' good personal development.
- The school is very well led and managed.
- Extracurricular opportunities are very good.

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<sup>1</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

In the context of this very effective school this short inspection raises no key issues for improvement. Areas for development already part of school planning include aspects of: spiritual provision; some elements of teaching; support for Year R; and reviewing homework arrangements.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school is judged as having made very good progress since the last inspection in 1997. Work against each of the four key issues raised has brought about improvements. Better planning and monitoring now ensure pupils' consistent progress. The quality of teaching is good overall as a result of clear objectives and better consideration of pupils' differing abilities. Provision for those in the Foundation Stage<sup>2</sup> now specifies learning intentions. However, the school is aware that there is still more to do to develop opportunities for children to make choices and show initiative. The use of assessment data, and procedures to collect information are improved throughout, and are being well used to set targets for individuals and the school. There is still a need to review how long pupils are involved in some activities, but the organisation of the school day has been improved. In addition National Strategies for Literacy and Numeracy have been successfully introduced with positive effects on standards. Other notable curriculum initiatives include information and communication technology (ICT) and personal, social and health education. Extracurricular activities are now a strength. Whole school planning is now very good and the school has very clear direction. Improvements to resources, especially for the Foundation Stage and the library, are having positive impacts. The school is judged well placed for further development on the basis of its policies, planning and procedures.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>3</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	E	C
Mathematics	C	B	E	D
Science	C	A	D	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table indicates that standards for eleven year olds vary year on year and appear well below average in English and mathematics, and below average in science in 2002. However, the school's performance was better compared with similar schools<sup>4</sup> and St John's received two achievement awards from the DfES for improvements made since 1998. Inspectors judge that considering levels of attainment on entry are below average, special educational

<sup>2</sup> The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

<sup>3</sup> Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

<sup>4</sup> Schools with more than 20 per cent and up to 35 per cent of pupils entitled to free school meals.

needs are high, and there is an above average proportion of pupil mobility<sup>5</sup>, the school is doing very well and adds very good value to pupils' education. With the exception of extreme cases, in last year's Year 6, a significant proportion of those with special educational needs reached, or nearly reached, the nationally expected levels. Pupils currently in Year 6 continue to achieve very well for their ability and experience. The majority of children in Years 2 and 6 (the reporting years) produce work which is consistent with national averages and are making at least good progress. Pupils' attainment in ICT is now satisfactory at age seven, and although there has been insufficient time for Year 6 pupils to cover all elements of the curriculum in depth, work in hand is satisfactory. Because of their below average starting points most children in the Foundation Stage are unlikely to meet the Early Learning Goals<sup>6</sup> before they enter Year 1. However, they are making good progress. In a short inspection it is not intended to make judgements on all subjects but strengths in art and gymnastics are apparent.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most pupils are keen and interested for most of the time.
Behaviour, in and out of classrooms	Good: notwithstanding those who can, and sometimes do, create problems.
Personal development and relationships	Good: children are helped to become more mature. Relationships are judged very good overall.
Attendance	Satisfactory: broadly in line with the national average. Unauthorised absence is above average and a school focus for improvement.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory with good features in literacy.	Satisfactory: very good in Year 2.	Usually good, and frequently very good.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is good and has positive effects on learning. There are particular strengths in literacy and numeracy where very good planning underpins good practice. Marked improvements are in the clarity of objectives and work which in most lessons matches pupils' differing abilities. All teachers were observed on a variety of occasions and were not aware in which lessons they would be seen. All but one of the 28 lessons observed was at least satisfactory, with almost three in four good, and over one in

<sup>5</sup> Mobility refers to proportions of pupils joining or leaving the school at times other than the start of Year R and end of Year 6.

<sup>6</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.



three very good. The majority of staff had good lessons and six very good. Very good teaching was seen notably in Years 2 and 6; and in science, physical education and numeracy in Years 4 and 5. Highlights of teaching throughout the school are in relationships, good questioning, and usually good management of pupils. Teaching and consideration for those with special needs and English as an additional language are good, with very strong contributions from learning support assistants. Teaching in extracurricular activities is at least satisfactory and often good, and makes a good contribution to the breadth of the curriculum. Aspects of teaching which could still be improved are in making better use of time, increasing the pace of lessons, some aspects of class management, and developing levels of challenge. With thirty children in the 'Nursery/Reception' class, and for most of the time only two adults present, some Foundation Stage activities are too limited. Although teaching for this age group is sometimes good, this results in a satisfactory judgement overall.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory overall with strengths in literacy and numeracy. Extracurricular provision is very good, enhancing the curriculum.
Provision for pupils with special educational needs	Very good, individual targets are used very effectively to help pupils make good, and often very good, progress.
Provision for pupils with English as an additional language	Good support is effective in helping pupils to be fully included in school life and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: very good moral and social opportunities; satisfactory (if understated) spiritual provision; good and much improved cultural and multicultural awareness opportunities.
How well the school cares for its pupils	Very good: the school provides a safe, secure environment and ensures that assessment is well used to set academic targets.

The school's reputation has grown since the last inspection, to the point where it is effectively full and has a waiting list for September 2003. Thirty more children joined than left during the last school year. The views of the overwhelming majority of parents are very positive about the school. There is a good partnership between school and home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the head very effectively leads the staff as a very good team. She uses contributions from governors and staff to create the very good school development plan and to give the school very clear educational direction.
How well the governors fulfil their responsibilities	Good: governors are very supportive, especially in finance and special educational needs.
The school's evaluation of its performance	Very good: the school, under the direction of the head is very aware of its strengths and areas for development.
The strategic use of resources	Good: all funds are used for appropriate purposes. The high carry forward is the result of the rising numbers on roll and is to be used to support extra children in the coming year.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is approachable.</li> <li>• It is well led and managed.</li> <li>• Expectations are high.</li> <li>• Extracurricular activities.</li> <li>• Children make good progress.</li> <li>• Security is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Some aspects of behaviour,</li> <li>• Consistency of homework.</li> </ul>

Fifty-three parents (24 per cent) returned the Ofsted questionnaire and fourteen attended a meeting with the registered inspector. Five parents met with the lay inspector during the inspection. Overwhelmingly responses, both oral and written, were positive about the school and its improvement. Inspectors are pleased to support these views. Behaviour is well managed and standards are usually good, particularly in class and during extracurricular activities. A very small minority of parents expressed concerns about bullying. This is well managed by the school and pupils interviewed did not consider it to be a serious problem. Homework provision for Year 6 is judged as good, but there is a need to review arrangements for the rest of the school in order to meet the recommendations of the Department for Education and Skills (DfES).

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **‘Teaching is good and successfully helps pupils to achieve very well.’**

1. Good teaching at this school is successful in helping most pupils to make very good progress and achieve well, and often very well. There are plenty of examples of pupils who started at school below national expectations (and in some cases well below) getting very close to national averages by the time they leave. Good target setting and providing work at the right levels for a variety of differing abilities is the basis of successful teaching and has very positive effects on pupils’ learning.

2. Twenty-eight lessons were observed during the inspection, covering all teachers, classes and a range of withdrawal situations. Staff were unaware of which lessons would be seen. All but one lesson was at least satisfactory and almost three in every four were good, and over one in three very good. Most staff had at least one good lesson and six had better than this. Very good quality teaching was observed in some lessons for Years 2 to 6, and included work with a higher attaining mixed Years 5 and 6 mathematics group.

3. Literacy and numeracy lessons were almost all good because of very good planning and good support for staff. The National Strategies for Literacy and Numeracy have been introduced very well with very positive effects on learning and pupils’ achievement. The school’s focus on writing this year as a result of very good analysis of last year’s performances has been very successful. This led to substantial improvements in the national tests for both seven and eleven year olds, where the school moved results from below average at seven and well below average at eleven to the average for schools in similar circumstances. The school met the targets set by the local education authority in English for pupils in Year 6 in 2002, with notably good progress in writing. However, it missed targets in mathematics. This has given rise to revised planning and increased attention to aspects of numeracy and test techniques in anticipation of 2003.

4. Strong features of teaching in good and very good sessions are in:

- Very good relationships that allow children to learn through their mistakes. Teachers listen and take notice of what pupils have to say;
- Questioning which probes for pupils’ understanding and requires pupils to respond on the basis of reason or opinion. For example Year 6 pupils explaining how troops in World War I felt from reading poetry from that time;
- Good management and organisation of pupils into groups of different abilities;
- Good teaching during extracurricular clubs, including activities outside the normal curriculum, such as reflexology;
- Marking which takes into account targets set and shows pupils how to make improvements.

5. Throughout the school learning support assistants work very effectively with teachers and in withdrawal groups. They have very good relationships with pupils, often as a consequence of their work as play leaders at lunchtime and in extracurricular activity times. Pupils show them respect and there is an atmosphere of trust which benefits pupils’ personal development as well as their learning.

6. Learning assistants make very good reference to pupils' individual education plans and are well briefed with the objectives for each lesson. They set a very good example to pupils and although they take their lead from teachers, often give good support to pupils during the start and end of lessons to make sure pupils understand what they are learning. A very good feature is in the note taking and on-going assessments made by assistants during lessons, recording pupils' contributions and participation. Staff use this information very effectively when setting targets for pupils, with very good effects on pupils' achievement, especially, but not exclusively, supporting special educational needs.

7. The quality of teaching for those children in Year R is satisfactory overall and sometimes good, notably in early literacy work. Staff are working hard to cope with a large class of young children, but the adult child ratio makes it difficult to manage all the recommended activities for the Foundation Stage. Although literacy sessions are sometimes too formal for some young children, the school quite rightly puts much emphasis on encouraging communication and language skills, and this clearly helps children in Year R to make good progress.

8. Aspects of teaching, which even in this good overall profile could be improved, and have been already identified by the school's own monitoring, are in: making better use of time in some classes, increasing the pace of some teaching, developing some elements of pupil management, and improving levels of challenge: for example in Year 1.

9. Throughout the school teaching makes positive contributions to pupils' personal and academic development and helps pupils to make good, and frequently very good, progress.

**'Support and teaching for special educational needs is very good. The school takes very good care of all its pupils.'**

10. There is an above average proportion of pupils with special educational needs in the school. Overall this accounts for over a third of pupils compared with a little over a fifth nationally. In some year groups this proportion is even higher: for example in the current Year 5 more than two in every five pupils are on the school's register of special educational needs. The school's growing reputation for supporting children with a wide range of needs continues to attract more children every year, other than those who join at the start of reception.

11. The quality of teaching and support for children with additional needs is very good and is an excellent example of the school's very good level of care for all its pupils. Factors which very successfully contribute to this include:

- The school maintaining above average staffing levels of learning support assistants. These staff are of very good quality, are well trained, and very committed to helping children, following the good example of teachers;
- Very good individual education plans for pupils, building on very good assessment of their needs and targets well set to ensure progress;
- Pupils with formal statements of special educational needs receiving very good support; whether physical, academic, personal or combinations of the three. The school fully meets the requirements of the Code of Practice for special needs;
- Good planning which in the best lessons makes good provision for the needs of children of differing abilities;
- The school uses all designated funds for special needs (and more) very well to ensure that there are sufficient resources of good quality to support work in this area;

- Relationships are very good throughout and there is a climate in the school of trust which allows pupils to make mistakes and learn from them without fear of ridicule or recrimination;
- Very good opportunities are created in withdrawal work to help pupils achieve the next level of attainment. For example there are very well organised and taught Additional and Early Literacy Support groups which very effectively promote pupils' progress;
- The school is successful in achieving its aims to be inclusive, resulting in all pupils no matter what their ability or background, having full opportunity to the curriculum and support, and pupils respond very positively. For example pupils who have specific handwriting targets are encouraged to come to school early in the morning to benefit from the very good support of staff to make improvements. Such groups are very well attended;
- The very good work of the special educational needs co-ordinator who, although she is only in school one day per week, takes a full part in planning and encouraging staff as well as pupils, and is very effective in managing and monitoring support.

12. Many parents noted to inspectors that they consider the school takes very good care of their children. They show particular confidence in security and the quality of the school's approachability. Comments show parents believe the good levels of care for pupils' physical needs reported in the last inspection have been extended and complemented by very effective consideration of academic development. It is clear that staff know children well and work hard to help them move forward.

**'The school successfully encourages pupils' positive attitudes, behaviour and very good relationships. Moral and social provision is very good and contributes to pupils' good personal development.'**

13. In virtually all lessons, and in all clubs, activities, assemblies and breaks during the inspection pupils behaved well. Parents who have concerns about behaviour can be reassured that the school handles any problems quickly and effectively with the result that any outbursts are kept to a minimum and that little time is lost before everyone is back on track. Those pupils who have behavioural targets as part of their individual education plans are dealt with fairly and, if necessary, firmly, and through the school's consistent approach helped to become more mature.

14. It is to the school's credit that pupils generally behave well even when not directly supervised and that some parents report that they are frequently better behaved than when at home!

15. Because teaching is usually good, and frequently better, there is planning which seeks to provide work at the right level for pupils of differing abilities. This tends to ensure that pupils are more often than not appropriately challenged and reduces frustration which can be the cause of upsets. A strong feature of the school is that children are listened to and feel valued. The school's very good ethos is founded on very good relationships and a clear commitment to raising and maintaining standards, personal as well as academic. This is central to the school's success in helping pupils to show consideration and care for others. Good work to encourage children to take turns and share is developed throughout the school and makes a significant contribution to pupils' personal development which overall is good. The school's aim to raise standards by positively reinforcing good behaviour and achievement, rather than dwelling on what is not good enough, has not compromised high expectations.

16. Very good opportunities are planned into the curriculum to get pupils to consider the outcome of their actions. This extends work in investigative mathematics and science to evaluating right and wrong, and puts observation and predicting techniques to good use in personal, social and health education to help children think before they act. Pupils' moral development is very good.

17. Personal development is further enhanced by lots of planned opportunities to get pupils to work and play together constructively. For example in a Years 4 and 5 physical education lesson the teacher very effectively promoted group work to observe and evaluate the performance of other children to develop the quality of balance work. On a variety of occasions, such as in sewing club and in a Year 6 religious education lesson, pupils showed very good responsibility in listening to each other and negotiating who would do what in group activities. Throughout the school pupils are learning how working together can be more effective than working in isolation. The school council gives elected pupils very good opportunities to show initiative and take responsibility, and is a good vehicle for pupils to learn about citizenship.

18. Although some parents expressed concerns over relationships which might lead to problems such as bullying, inspectors collected lots of evidence which shows that relationships are usually very good. The school deals swiftly and effectively with any problems and pupils interviewed from across the school report that bullying is not common.

19. Most parents report that their children like school. This is confirmed by pupils not only in discussions with inspectors but in their obvious interest in what they have to do. For example in all literacy lessons observed and nearly all numeracy sessions pupils' attitudes were recorded as at least positive. Whether in Year 2 writing poetry together exploring alliteration; or in Years 4 and 5 imagining life in Roman Britain, pupils showed enthusiasm and were keen to please their teachers. That most work is well presented and that when homework is set it is completed, especially in Year 6, is a testament to pupils' good attitudes and the success of the school's provision.

**'The school is very well led and managed.'**

20. The headteacher leads and manages the school very well. She ensures that the staff function as a very good team and enables teachers as co-ordinators for subjects and aspects of school life to fulfil their responsibilities. She is well supported by the senior management team. The head has managed job descriptions well to make these responsibilities clear. Staff have all created action plans for their subjects and the head skilfully combines these as the basis of the school's development plan. This plan clearly states criteria for success to gauge progress, sets timescales and notes who is to be responsible. Very good management ensures that the school has very clear educational direction. Particularly good planning for literacy and numeracy makes a very strong contribution and underpins much of the management of the curriculum as a whole.

21. Governors support the school well. Together with the head they very effectively match spending to the priorities they have identified for future improvements. Finance is managed very efficiently, both daily by the administrative officer, and over the long term by head, teachers and governors. Funds are all used for designated purposes, and in some cases, notably special educational needs, supplemented to provide a good learning environment, generally suitably staffed and resourced. The large element of special educational needs in the school is managed well.

22. Strategic planning is very good and the principles of best value are followed well to see that money is spent wisely. This has led to significant improvements: for example to

resources for ICT and to the library, since the last inspection. Good provision which leads to very good achievement by the majority of pupils is the result of wise spending and is responsible for the school now giving good as opposed to satisfactory value for money.

23. On paper the school appears to have a large surplus in its carry forward contingency fund. This is because during last year thirty extra children joined the school apart from those enrolled in Year R. As schools are funded on the number of pupils on roll each new pupil brought more money which was not available at the time the budget was set. The school has good plans for the full use of these funds to support learning: for example to improve the adult child ratio in Year R.

24. Behaviour is managed well and this results in good standards for most of the time in and out of class. The school maintains a positive approach and encourages appropriate behaviour by rewarding pupils who do the right thing. There are good systems for acknowledging good behaviour. Pupils respond well and this has a good impact on learning. Very few lessons observed gave rise to concerns over the way pupils behave.

25. The fact that the inspection team have not raised key issues for improvement is a consequence of the school's, and in particular the senior management team's, management and leadership in analysis and evaluation of strengths and weaknesses. The school has planning in hand to address areas for development identified by inspectors and is set fair for future improvements.

26. Very good management has resulted in very good improvement since the last inspection. Issues have been successfully addressed without compromising strengths. For example the caring, supportive ethos noted in the last report has been built upon. Good moves in assessment, target setting and recording techniques are ensuring that the school is helping pupils to do their best. The success of this enables the school to remain true to its stated aims and Christian ideals.

**'Extracurricular opportunities are very good.'**

27. In addition to a variety of music clubs at lunchtime and after school, the school provides a very good number and range of opportunities through an innovative arrangement. By shortening breaks and assembly times in order to account for the statutory amount of taught time the school is able to close at 1.30 p.m. on Fridays and allow these afternoons to be used for activities. All children can attend and about two-thirds of those on roll regularly do so. Activities for the youngest children are mostly play orientated, whilst those for older pupils include unusual themes such as reflexology and first aid, as well as the more traditional football and music tuition.

28. Learning support staff and lunchtime supervisors have been trained as playleaders. Together with some outside specialists, for example from Torquay Football Club, and St John Ambulance Brigade, they take charge of the children who choose to stay at school to attend clubs. Children commit themselves to activities for a period of weeks, and these activities are well organised on a rota basis to allow for variety.

29. The use of support staff in this way makes an excellent contribution to the quality of relationships throughout the school.

30. The quality of care and teaching (as observed by the registered inspector) during these Friday afternoon sessions is good. There is good communication with parents regarding attendance and children are well monitored with registers well kept, and the close attention of staff, backed up by the headteacher.

31. Arrangements for extracurricular activities are very effective in providing children with a wider curriculum. When considered along with the good opportunities on offer to make visits to places of importance for work, such as to Exeter museum, and through the input of visitors who come into school to share their knowledge and expertise with pupils (for example during book and art weeks), this constitutes very good provision.

32. A highlight of opportunities on offer is the school's link with another in Italy. Some St John's children have visited the other country, and the school has played host to Italian children. This makes a valuable contribution to pupils' good cultural development and multicultural understanding.

### **WHAT COULD BE IMPROVED**

33. In the context of the effectiveness of this school the short inspection raises no key issues for improvement. Areas already part of school planning include aspects of: spiritual development; some elements of teaching; support for Year R; and reviewing homework arrangements.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

34. In this good school, which is well aware of its strengths and areas for further development, there are no key issues for it to address.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	10	7	1	0	0
Percentage	0	36	36	25	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils known to be eligible for free school meals	52

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	57
Number of pupils on the school's special educational needs register	4

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	17

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.8	School data	0.9

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	7	6
	Girls	11	13	11
	Total	15	20	17
Percentage of pupils at NC level 2 or above	School	65(93)	87(90)	74(90)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	13	11	12
	Total	18	16	18
Percentage of pupils at NC level 2 or above	School	78(90)	70(86)	78(93)
	National	85(85)	89(89)	89(89)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	14	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	8	4	10
	Total	22	19	27
Percentage of pupils at NC level 4 or above	School	69(79)	59(79)	84(100)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	8	7	8
	Total	22	22	23
Percentage of pupils	School	69(72)	69(76)	72(93)
	National	73(72)	74(74)	82(82)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	165	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	8	1	1
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	3	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	34	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	25
Average class size	31

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	274

***FTE means full-time equivalent.***

### ***Financial information***

Financial year	2001/02
	£
Total income	483808
Total expenditure	486855
Expenditure per pupil	2447
Balance brought forward from previous year	38809
Balance carried forward to next year	35762

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0.7
Number of teachers appointed to the school during the last two years	1.7
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	53

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	30	8	2	0
My child is making good progress in school.	53	38	4	2	4
Behaviour in the school is good.	32	45	11	4	8
My child gets the right amount of work to do at home.	34	57	4	4	2
The teaching is good.	57	38	4	0	2
I am kept well informed about how my child is getting on.	55	38	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	72	19	4	2	4
The school expects my child to work hard and achieve his or her best.	57	40	0	0	4
The school works closely with parents.	55	38	6	2	0
The school is well led and managed.	64	25	2	2	8
The school is helping my child become mature and responsible.	47	38	8	2	6
The school provides an interesting range of activities outside lessons.	45	43	0	4	8

*Due to rounding percentages may not total 100.*