



Roundhay St John's Church of England Primary School

Inspection Report

Unique Reference Number 108007
LEA Leeds
Inspection number 277880
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

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

Type of school	Primary	School address	18 North Lane
School category	Voluntary aided		Leeds
Age range of pupils	3 to 11		West Yorkshire LS8 2QJ
Gender of pupils	Mixed	Telephone number	0113 2658451
Number on roll	239	Fax number	0113 2658451
Appropriate authority	The governing body	Chair of governors	Rev Colin Dr Cheeseman
Date of previous inspection	15 November 1999	Headteacher	Mrs G Winterburn

Age group	Inspection dates	Inspection number
3 to 11	3 July 2006 - 4 July 2006	277880

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated on the northern outskirts of Leeds. It is an average size primary school and 4 out of 10 pupils come from minority ethnic homes, most being from either Indian or Pakistani families. Sixteen per cent of all pupils speak English as an additional language. The proportion of pupils entitled to free school meals is below average and the number with learning difficulties and/or disabilities is average. Attainment on entry to the Nursery is in line with that normally expected. The school has received a number of external awards such as Investors in Pupils and a Healthy School award. It is a popular school with a waiting list for places. A new headteacher started in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features and it is providing satisfactory value for money. Inspectors do not agree with some of the school's judgements about aspects of its work. Some judgements of 'good' and 'outstanding' have been made without taking into account that pupils did not do well enough in mathematics and science by the end of Year 6. Overall effectiveness is judged to be satisfactory rather than good as the school reported. The quality of teaching and learning and the curriculum are satisfactory but the provision of extra-curricular activities is good. Pupils' personal development is good and this reflects the good quality of care, guidance and support. Attendance is well above average, showing how much pupils enjoy coming to school. The issues from the last inspection have been dealt with effectively. The new headteacher, ably supported by her deputy, is determined to raise standards and is correctly focusing on improving the quality of teaching. As a result, the school has the capacity to improve.

Quality and standards in the Foundation Stage are good and, as a result, children achieve well. Pupils' achievement in Years 1 to 6 is satisfactory. Overall standards are above average throughout the school but in Years 3 to 6, standards in mathematics and science tend to be lower than in English. Pupils who have English as an additional language are particularly well supported and make good progress.

Leadership, management and governance are satisfactory. The role of subject coordinators in monitoring the quality of teaching and learning is not sufficiently well developed to ensure that areas for improvement are quickly identified and acted upon. Governors are committed to the school and are currently exploring ways of increasing their role in monitoring all aspects of provision. The vast majority of parents are supportive and hold the school in high regard. Its good reputation locally means that all year groups are full to capacity.

What the school should do to improve further

In order to improve standards and pupils' achievement in mathematics and science, the headteacher, governors and staff should:

- improve the quality of teaching and learning in these subjects
- develop the role of subject coordinators and governors to ensure that they have a sharper focus on raising standards and improving the quality of teaching and learning.

Achievement and standards

Grade: 3

Standards are above average in Year 6 but pupils' achievement is only satisfactory when their prior attainment level is taken into account. Most enter the school with attainment that is broadly in line with that expected but an increasing number are needing additional support for their speaking and communication skills. Progress is

good in the Foundation Stage where children achieve well in all areas. This is partly due to the very favourable number of adults supporting their learning. In Years 1 and 2, they make satisfactory progress, attaining above average standards in reading, writing and mathematics. Overall standards in these areas have been significantly above average each year since 2001 but were just above in mathematics and writing in 2005 with fewer pupils achieving the higher Level 3. This reflects a more rigorous assessment of pupils' attainment in Year 2.

Pupils continue to make satisfactory progress in Years 3 to 6. They generally maintain the standards attained in Years 1 and 2, although test results in 2005 show that pupils achieve better in English than in mathematics and science. The proportion of pupils achieving the higher Level 5 in mathematics and science is markedly below that for English, suggesting some underachievement. The unpublished results for this year show that standards in English have been improved. This is a direct result of the school's recent strategies and the quality of support for the increasing number of pupils who have English as an additional language. The school is now turning its attention to bringing about improvement in mathematics and science. Preliminary results for mathematics and science in the 2006 national tests show that there has not yet been any impact on standards.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Attendance and punctuality are outstanding. Pupils clearly enjoy school, work hard, and are enthusiastic about their learning. Vibrant displays of pupils' work show that they understand and appreciate other cultures and religions.

Instances of bullying are rare, and school assemblies provide excellent opportunities for pupils to reflect on their relationships and behaviour. The school council has an important voice within the school, recently devising a plan to avoid congestion on the playground, and suggesting ways of improving toilet facilities. Learners are aware of the need to live a healthy lifestyle, and the school provides a range of activities to support this, including setting health challenges and holding a 'be healthy week'. They feel safe in school and know who to turn to if they have a problem. Individual mentors are provided for some older pupils, and all can also express their concerns in writing through the 'worry boxes'.

Pupils value the wide range of extra-curricular activities available to them, and younger ones benefit from the support and help of older pupils at lunchtimes and playtimes, through 'friendship stops' and buddy systems. Pupils have been involved in organising a variety of fund raising activities to support the school and local community.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning, taking into account pupils' achievement, is satisfactory. In the Foundation Stage, the quality of teaching is good with some being outstanding. The teachers and their teaching assistants in Nursery and Reception work exceptionally well as a team, ensuring all children make good progress in all areas.

In Years 1 to 6, many examples of good teaching were seen. Teaching is most effective when challenging tasks are set and skilled questioning makes pupils think about what they are doing. Good use is made of the new interactive whiteboards to engage pupils' interest in all classes. Where teaching is not as effective, teachers do not plan carefully enough for tasks to match pupils' abilities. One result is that more able pupils are not always challenged sufficiently. Pupils who have English as an additional language make very good progress, especially in English, as a result of very good support from their specialist mentor and class teachers. All teachers are trying hard to improve standards in mathematics and science but the impact of their efforts is yet to be seen. In science, pupils in some classes have too few opportunities to investigate or conduct experiments. All teachers carefully assess pupils' progress. They use the information well to set relevant class or group targets. When marking work, teachers give pupils clear guidance on how they can improve.

Pupils with learning difficulties and/or disabilities are well provided for by teachers, teaching assistants and the learning mentor who demonstrate a good range of specialist teaching skills.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory and pupils steadily develop knowledge, skills and understanding as they move through the school. Children in the Nursery and Reception classes get off to a good start because they have many interesting and exciting things to do such as hopscotch to teach numbers, and creating symmetrical butterflies with paint.

Teachers plan and review the curriculum for most subjects carefully to ensure that tasks match the needs of pupils. Improvements are needed in the mathematics and science curriculum to ensure that pupils make better progress. Too much time is spent consolidating learning in mathematics and there are not enough opportunities for investigations in science. Computers are used widely to support learning in different subjects and to help pupils develop important skills. Special focus weeks on themes such as 'Our Local Area' help to stimulate pupils' interests and break down barriers between subjects.

Residential visits, visits to local museums and visitors such as dance groups help to bring learning to life for pupils. A wide range of well attended and popular clubs is

provided for all age groups. These help to develop healthy and varied lifestyles as well as adding to pupils' enjoyment.

Care, guidance and support

Grade: 2

Pupils say that they feel safe and happy in school; that they trust the adults who work with them and know exactly where to turn to if they need help. All Year 5 pupils benefit from having their individual mentor. All adults working at the school are involved in this new initiative, designed to give added support to this year group of pupils as they approach their final year and help with the transition to their next school. Parents express very positive views about the school and like the quality of information that they receive. They have good relationships with the teachers and this benefits their children's education. Pupils who have a statement for learning difficulties and/or disabilities are well supported through the school's effective links with outside agencies and good support is provided for pupils with special gifts or talents.

Child protection procedures are in place and vulnerable pupils who are at risk, for whatever reason, are quickly identified and supported. Risk assessments and a health and safety policy are firmly embedded. Teachers know their pupils well, setting relevant class and group targets. Staffing within the Foundation Stage is very favourable and ensures that children benefit from the high level of adult attention.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The recently appointed headteacher has successfully injected a new urgency to raise standards. She is ably supported by her deputy. Together, they have begun to put in place a series of well-thought-out strategies to raise pupils' achievement throughout the school. This includes a sharper focus on self evaluation and increased monitoring and assessment procedures. These are beginning to bear fruit, but will need more time before they begin to make a consistent and lasting impact on raising standards. The headteacher has a clear understanding of precisely what needs to be done, and has shared this successfully with staff and governors. Parents appreciate the quality and depth of information that is shared with them. The school has a new vision statement entitled 'Keep in shape', which focuses strongly on raising standards whilst recognising the 'Every Child Matters' agenda.

The plans to raise achievement are sound, but are not yet fully embedded into the routines of the school. The role of coordinators in managing and leading subjects is still not fully developed. Mathematics has only recently had a subject leader and science is currently managed by two staff on a temporary basis. The headteacher recognises the need to get middle managers more involved in checking how well things are working. Staffing issues have hampered progress in this area, but these have now largely been resolved. Governors are well informed about the strengths and weaknesses

of the school, but need further guidance on how to use information from the school to ask questions about its performance.

The school has made satisfactory progress since the last inspection, and is now in a good position to move forward.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We enjoyed talking to everyone and looking at your work. These are the things that we particularly liked.

- How well you all behave in lessons and during assemblies. You all seem to enjoy coming to school so much and this shows in your excellent attendance.
- The effective way your headteacher and her deputy work as a team. It is amazing how much has been achieved since your new headteacher started last year.
- The good start that you all have in the Nursery and Reception class. We thought that some of the things that you had to do like hopscotch and creating pictures with string dipped in paint were really exciting and interesting.
- The good opportunities that you have to learn new things in the many after-school clubs that there are for you to enjoy. The Ocarina club sounds fun!
- How well you are cared for and supported by all the staff, especially those of you who are just learning to speak English.

We are asking your headteacher, staff and governors to concentrate on improving how well you do in mathematics and science. To make this happen, we think that:

- Your teachers need to work more closely together to make sure that everything possible is being done to make your lessons in these subjects more interesting and fun; we think some of you could manage to do more difficult work in class if teachers gave it to you.
- Teachers and governors should check how well you are learning and how interesting your lessons are. They should look closely to see if they can spot anything that will make your school even better.

Thank you again for helping us with the inspection. We really enjoyed our two days with you. We hope you will all keep on enjoying school and making sure that it keeps its good reputation.