



St John's CofE Primary School

Inspection Report

Unique Reference Number 112875
LEA DERBYSHIRE LEA
Inspection number 279043
Inspection dates 22 September 2005 to 23 September 2005
Reporting inspector Dr. Kenneth Thomas LI

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

Type of school	Primary	School address	Laund Nook
School category	Voluntary controlled		DE56 1GY
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01773822995
Number on roll	509	Fax number	01773 822466
Appropriate authority	The governing body	Chair of governors	Mrs.S Fennell
Date of previous inspection	12 June 2000	Headteacher	Mr. Peter Blunsdon

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This school is one that many children travel long distances to attend. The school is above average in size and as the number of pupils on roll is increasing. Most children start school with the knowledge, skills and understanding expected for four-year-olds. The majority of children are of White British heritage, with a very few from minority ethnic backgrounds. The proportion of pupils with special educational needs and the proportion entitled to free school meals are below average. Pupils' backgrounds cover the full socio-economic range.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's view that St John's Church of England Primary School provides a good education for its pupils. Parents and pupils share this view. This is seen in the way in which pupils welcome visitors and take great pleasure in telling them just how good their school is. The headteacher, governors and staff work closely together and have ensured that the school has made good progress since the last inspection. Because the leadership and management of the school are very effective there is a shared understanding of the school's strengths and how it can continue to improve. This provides a firm basis on which to improve further. There are only two significant weaknesses. These concern the Year 6 National Curriculum test results in mathematics and the quality of the outdoor curriculum in the Foundation Stage. The school gives good value for money. Pupils make good progress in Reception and the good quality of the support they receive in the early years underpins the good progress and high standards they achieve throughout the school. Pupils enjoy coming to school and this is seen in their regular attendance, high standards of behaviour and keen attitudes to learning. Because pupils are looked after very well they make exceptional progress in their personal and social development. They become mature and confident learners, able to express their own ideas and to take account of the views of others. Pupils have total trust in their teachers and know they will help them. As one pupil said, 'teachers care for us, they help us when we have difficulty but don't give us the answers'.

What the school should do to improve further

- Raise standards in mathematics at the end of Year 6 to match the significantly above average standards in English and science. - Ensure that, in the Foundation Stage, the quality of the outdoor curriculum matches the good quality of the indoor curriculum.

Achievement and standards

Grade: 2

Within a caring atmosphere, teachers quickly establish routines in the Foundation Stage that help pupils to become happy and confident in coming to school. These routines, combined with good teaching, ensure that pupils make good progress and achieve their expected goals by the time they start Year 1. Because teaching is good throughout the school, pupils continue to make good progress as they move up through the year groups. As a result standards in reading, writing and mathematics at the end of Year 2 are above average and rising. Standards in English and science at the end of Year 6 are well above average and reflect the challenging goals that are set for pupils. A particular strength is the way in which pupils use their literacy skills in other subjects, with particularly good examples of story writing in history. Pupils' word-processing skills are above average and by the end of Year 6 they are able to use their computing skills to present information in a variety of interesting ways. Although above average, the most recent National Curriculum test results in

mathematics were below those obtained in English and science. The school has identified where improvement is needed and is taking action to tackle this weakness. There are no significant differences in the performance of different groups of pupils and the progress of those with learning difficulties and disabilities is comparable to that of other pupils.

Personal development and well-being

Grade: 1

The school evaluates pupils' personal development as good but the inspectors judge it to be outstanding. The school successfully creates a secure and stimulating atmosphere in which pupils develop self-confidence and respect for others. Pupils clearly enjoy being at school and this is seen in their regular attendance. Behaviour and attitudes are exemplary because pupils know what is expected of them. They proudly explain their achievements and are keen to take responsibility. They talked enthusiastically about their roles as pupil librarians or members of the school council, for example. The school council is very effective and contributes well to the day-to-day life of the school. Pupils' spiritual, moral, social and cultural development is outstanding. They value and celebrate each other's achievements and understand the difference between right and wrong. Through a variety of charitable activities they develop a genuine understanding of the needs of those who are less fortunate. The school fosters a keen awareness of healthy lifestyles and pupils enjoy sport and taking part in regular exercise. Almost all take part in after school activities and many achieve high levels of performance in the various school teams and the other activities they attend outside of school. The school is successful in promoting independence and provides pupils with numerous opportunities to show initiative. Many of these opportunities enable them to make a positive contribution to the community and help them to develop the skills needed for successful later learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and pupils respond with enthusiasm. Because lessons are interesting and stimulating, pupils work hard and learn well. Teachers know both their pupils and the subjects they are teaching well. Through careful planning and assessment they take full account of the different needs of pupils in their classes. As a result, all pupils make good progress. Teachers and teaching assistants plan and work well together to provide support for pupils who have difficulty in some lessons. In many lessons, pupils develop their research and problem-solving skills and this is a good example of how the school prepares pupils for adult life. So too is the very good attention paid to developing pupils' language skills, both in English lessons and in other subjects. Pupils also develop good numerical skills and are taught to use computers with confidence. However, the mathematics results in the end of Year 6 National Curriculum test have been adversely affected because of weaknesses in the problem solving skills of some

pupils. New teaching strategies have now been introduced to tackle this weakness. Teachers mark work thoroughly and provide helpful comments for pupils on how they can improve. However, some of the feedback given to older pupils is not detailed enough to ensure that they achieve even higher standards in their work. Homework activities help pupils to build on work done in lessons and teachers encourage parents to get involved with their children's work.

Curriculum and other activities

Grade: 2

The school provides an interesting and stimulating curriculum, which is enriched by an outstanding range of extra-curricular activities. The curriculum meets all national requirements and the range of pupils' needs. As a result, all pupils, including those with special educational needs, make equally good progress. The school achieves this despite the challenges of overcrowded accommodation. Because of a lack of resources, the quality of the outdoor curriculum in the Foundation Stage does not match the good quality of the indoor curriculum. The school is taking steps to tackle this weakness. A great deal of emphasis is presently being placed on encouraging pupils to apply the skills taught in literacy lessons in their writing in other subjects and this is having a positive impact on standards. The school effectively promotes pupils' safety, health and well-being. Almost all pupils take part in the exceptional range of after-school activities. Many take part and achieve high standards in sporting and musical activities. These and other enriching activities are very much valued by the pupils and help them to develop as well-rounded and confident individuals who get on well together. Pupils talk enthusiastically about their residential visits and value highly the challenging nature of activities, such as caving and rock climbing.

Care, guidance and support

Grade: 2

Pupils are well cared for and close attention is paid to ensuring that both children and staff are safe when in school. Pupils are encouraged to adopt healthy lifestyles through a rich programme of physical activities and good guidance on healthy eating. The school's arrangements for child protection are secure. The school carries out health and safety checks on a regular basis, and undertakes rigorous risk assessments before pupils go on residential or day visits. The school carefully analyses the large amount of information on pupils' progress and achievement and uses this information well to help them to improve their work. Parents recognise the quality of information that they are given about how well their children are doing and where they need to improve. Regular opportunities are planned for parents and teachers to meet, and reports are clearly written and helpful. Parents of pupils with special educational needs are kept well informed about their progress.

Leadership and management

Grade: 2

Leadership and management are good. All who work in the school share a common purpose in making St. John's a successful and happy school. The headteacher, governors and staff are all firmly committed to doing their best for the pupils. The school has successfully focused on continuing to raise standards, whilst at the same time ensuring the very good personal development of all pupils. A major factor leading to improvement has been the effective self-evaluation of all aspects of the school's work. This enables the school to build on strengths and to tackle weaknesses. Both parents and pupils appreciate the way in which their views are taken into account in school improvement planning. All pupils are valued equally and the needs of all are taken into account. Strategic management is good, ensuring that the medium and long-term development of the school is sharply focused on identified priorities. The school runs well on a day-to-day basis and resources are used well. Staff and governors are committed to working in partnership with parents and because the school is highly thought of in the local community it is over-subscribed. The school works well with its partner schools to ensure a smooth transfer to secondary education. Governors have played a full part in the school's improvement. They are supportive, whilst at the same time challenging and encouraging the headteacher and staff. Together with the headteacher and staff, they ensure that the school meets its statutory requirements. Key issues from the previous inspection have been dealt with well and the school's capacity for further improvement is good.

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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?	2	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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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	2	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

Following our recent visit to inspect your school we would like to thank you all for helping us with the inspection, especially those who met us and whose work we saw. We would like to tell you our findings. Our main finding is that this is a good school and one that is helping you to do as well as you can. This will not be a surprise to you because this is what you and your parents also say. You are given a good start in the reception class and this helps you to make good progress as you move through Years 1 to 6. You get on well together both in lessons and around the school. Almost all of the teaching you get is good and because you listen carefully to your teachers in lessons you are able to take advantage of their expert knowledge. Your attitudes and behaviour, together with the care and personal support you get from the staff, are outstanding. All adults want to help you to do as well as you possibly can and this is particularly true for those of you who may be experiencing difficulties. Many teachers give a lot of their time to provide you with a large number of extra activities and visits out of school hours. Many of you told us how much you enjoy school and in particular in taking part in these activities, and how the activities are helping you to make better progress. We have talked with the headteacher and governors about two ways in which they could make the school even better. The first is to make sure that the outdoor learning activities that it provides for those of you in the earliest years are as good as the indoor learning activities. The second is to try different ways to make sure that, at the end of Year 6, the mathematics results are just as good as the very good English and science results. Our very best wishes to you. The inspectors hope that you all do well and realise your ambitions.