



St John The Baptist Catholic Primary School

Inspection Report

Unique Reference Number 116382
LEA Hampshire LEA
Inspection number 279810
Inspection dates 2 March 2006 to 2 March 2006
Reporting inspector Andrew Olive HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Andover
School category	Voluntary aided		Floral Way
Age range of pupils	5 to 11		Salisbury Road, Hampshire SP10 3PF
Gender of pupils	Mixed	Telephone number	01264361806
Number on roll	216	Fax number	01264355211
Appropriate authority	The governing body	Chair of governors	Mr K O'Kelly
Date of previous inspection	8 January 2001	Headteacher	Mrs J Davies

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. In the course of the day visit, the inspector met with the chair of governors, a range of staff and pupils, and observed the school at work. The school's own self-evaluation document provided critical evidence in shaping inspector's judgements. The receipt of 110 questionnaires from parents further assisted the writing of this report.

Description of the school

This average sized primary school serves a wide catchment area. The pupils are predominantly Roman Catholic and their social circumstances, while varied, are slightly better than average. Most pupils are of white British heritage but in recent years there has been a growing number of pupils from other ethnic backgrounds, some of whom speak English as an additional language. The proportion of pupils with learning difficulties or disabilities is broadly in line with the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an excellent school where the achievement of the pupils is outstanding. The pupils and parents rightly see the school as a very special, caring place where everyone is encouraged and expected to do their best. As one parent commented, 'All the staff are totally dedicated and committed in ensuring all the children reach their full potential.' The key to the special quality of education offered is the strong and well-focused leadership and management of the school. The outstanding headteacher, very well supported by the senior team, has evaluated the school's performance in an accurate and self-critical manner. The school is always striving to improve and the whole staff work together as a highly effective team to ensure improvements are implemented successfully. The school provides outstanding value for money. When they join the school, the pupils' attainment is slightly above that expected for children of that age. By the time the pupils leave Year 6, standards are very high and all groups of pupils have made excellent progress. For the last few years, standards have been significantly above the national average. Last year, all pupils met the nationally expected levels in English, mathematics and science and the vast majority exceeded them. The pupils' achievement is very good due to the outstanding teaching. The lessons are stimulating and enjoyable and the teachers work hard to ensure they match the needs of the pupils. Teachers engage pupils, set high expectations and, as a result, pupils' concentration and motivation are very good. The progress of the pupils is tracked very carefully and the school acts swiftly and decisively when they consider any specific groups need further support. Pupils with special educational needs and higher attaining pupils are catered for exceptionally well with an impressive range of enrichment activities and support provided, including a football group for pupils with specific needs that has attracted pupils from other schools in Andover. The pupils' spiritual, moral and social development is outstanding. The relationships between members of staff and the pupils are excellent and enhance the positive attitudes the pupils have towards their work; as one pupil said, 'You can say to the teachers what you actually feel and know they will listen'. The pupils respond well, demonstrating courteous and thoughtful behaviour in the classrooms and around the school. In a recent questionnaire of junior aged pupils' attitudes, none reported being bullied or picked on in their time at the school. They are proud of the school and play an important part in contributing to its success. Pupils are well prepared for future adult life and their views are taken seriously. Through the school council, they monitor aspects of school life, such as the school dinners and initiate ideas for raising money for charities. They have very good opportunities for developing responsibilities; the clubs they run for each other and the 'Playground Friends' are well-established and highly valued by the pupils.

Achievement and standards

Grade: 1

Pupils of all abilities make excellent progress during their time in school. Most of the pupils enter the Reception year with abilities that are slightly above the national

average. They make good progress in their first year at school. By the end of Year 2, standards overall are significantly above those expected for pupils of this age and have been for the last three years. Attainment in writing is particularly impressive and reflects the recent whole-school targeting of this subject. All pupils make outstanding progress in Years 3 to 6. By the time the pupils leave the school, their attainment in English, mathematics and science is very high and well above the national expectations. Nearly all pupils, including higher attaining pupils and those pupils with special educational needs achieve their challenging, individual targets.

Personal development and well-being

Grade: 1

Pupils enjoy school and attendance is above average. The school has been awarded Healthy School status and the pupils have a good understanding of healthy lifestyles; they know what makes a healthy diet and participate enthusiastically in a wide variety of well supervised activities at lunchtimes and well attended after-school clubs. They make a considerable contribution to the community through their involvement with the local parish and various local and international charities. Pupils are developing a wide cultural understanding because they are offered good opportunities, for example in art, music, dance and drama. The school welcomes parents from other cultures to share experiences with the pupils; during the inspection a group of Filipino parents presented a dance and a Japanese parent read a story.

Quality of provision

Teaching and learning

Grade: 1

The good quality monitoring of teaching and learning carried out by the headteacher and deputy headteacher has found teaching to be consistently very good or better. Evidence from this inspection confirms that judgement. The on-going professional development of the teachers and support staff contributes effectively to the quality of education. It was evident, for example, that the training in strategies to challenge the higher attaining pupils was having a positive impact in the classrooms, and was being used profitably by the teachers to motivate pupils of all abilities.

Curriculum and other activities

Grade: 1

The curriculum is very well matched to the needs of the pupils. Links to a local secondary school enhance the opportunities in mathematics, science and information and communication technology (ICT) for higher attaining pupils. Pupils with special educational needs are very well catered for with support staff trained to deliver relevant programmes to pupils, including occupational therapy and social and communication skills. The curriculum is further enriched by numerous clubs, cultural and creative activities and visits, including popular residential trips for older pupils.

Care, guidance and support

Grade: 1

The school is very inclusive and manages the care, guidance and support of pupils exceptionally well. The progress of different groups of pupils is carefully analysed before deciding how to allocate staff to the various support and intervention groups. In this way, the needs of individuals are very well matched, enabling pupils to make outstanding progress. The older pupils, including pupils with special educational needs, have their own targets helping them to keep in mind the key areas they are trying to improve. The teachers' marking of pupils' books is good with helpful comments indicating how work could be improved. The school works successfully to foster positive relations with parents. During the inspection, a number of parents of ethnic minority pupils led activities during 'Book Week'. This has benefited not only the pupils but also enabled the teachers to have a greater understanding of any cultural differences, for example, the amount of time children from other European countries have been at school.

Leadership and management

Grade: 1

The highly effective headteacher and senior staff share a very clear view about where the school is heading and have successfully conveyed these messages to the school community, ensuring a shared approach to developments and a school-wide determination to achieve improvements. Targeted improvements are monitored and evaluated rigorously, making certain their implementation is consistent across the school. The revision of curriculum plans in some subject areas has improved links between subjects, made explicit the skills to be taught to each year group and made sure the activities are sufficiently challenging. The implementation of these new plans will provide subject managers with a clearer whole-school view of standards and progress in their subject areas. The governing body is very active, works closely with the school and is in a good position to hold the school to account. Overall the school has an excellent capacity to improve. Parents and pupils are rightly proud of their school and are very supportive.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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

Thank you for welcoming me so warmly during my visit to your school. I enjoyed talking to you, looking at your work and seeing your lessons. I was very pleased to see how much you enjoy lessons and how keen you are to learn.

During my day in the school, I was impressed by: * the excellent quality of your work in many subjects but especially so in English, mathematics and science * how much you care for each other inside the classrooms and on the playground and how hard you work at making sure everyone enjoys their time at school. Your behaviour was considerate and polite in the classrooms and around the school * how pleased you are to be able to contribute to your school through the house system and school council * how well your teachers and other staff plan your work so that your lessons are interesting and demanding for all of you * the exciting range of lessons, special weeks, clubs, trips and visits you do while at the school * how very good your headteacher and senior staff are, so that your school is always looking carefully at how well you are doing and seeing if there are ways you could do even better.

You and your parents are right to be proud of your outstanding school. I hope you enjoy the rest of your time at St John's and that you continue to do your very best.