



St John The Baptist CofE (Controlled) Primary School

Inspection Report

Unique Reference Number 123498
LEA Shropshire
Inspection number 281492
Inspection dates 23 May 2006 to 23 May 2006
Reporting inspector Anthony Dobell AI

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

Type of school	Primary	School address	Church Street
School category	Voluntary controlled		Ruyton XI-Towns
Age range of pupils	4 to 11		Shrewsbury, Shropshire SY4 1LA
Gender of pupils	Mixed	Telephone number	01939 260445
Number on roll	134	Fax number	01939 261764
Appropriate authority	The governing body	Chair of governors	Dr Jenifer M Baker
Date of previous inspection	27 March 2000	Headteacher	Mrs S Weetman

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Introduction

St John the Baptist CofE (VC) Primary School

Description of the school

This small primary school draws its pupils from the village of Ruyton XI Towns and from a wider area when parents choose the school for their children. Children start Reception with widely varying levels of knowledge and understanding and learning skills, but overall, these are below average. Virtually all pupils are from White Western European backgrounds. The proportion of pupils with learning difficulties or disabilities is below average although the proportion with statements of special educational needs is average. The number of pupils joining the school during the course of the year is above 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 small primary school draws its pupils from the village of Ruyton XI Towns and from a wider area when parents choose the school for their children. Children start Reception with widely varying levels of knowledge and understanding and learning skills, but overall, these are below average. Virtually all pupils are from White Western European backgrounds. The proportion of pupils with learning difficulties or disabilities is below average although the proportion with statements of special educational needs is average. The number of pupils joining the school during the course of the year is above average.

What the school should do to improve further

- Increase pupils' understanding and appreciation of life in a multicultural society.

Achievement and standards

Grade: 1

Pupils' achievement is very high. Children's achievement is outstanding in Reception and, by the start of Year 1, all attain the standards expected nationally for this age group, with the majority exceeding these standards. In Years 1 to 6, pupils make outstanding progress. In 2005, in the National Curriculum tests at the end of Year 2, standards were significantly above average overall. In these tests at the end of Year 6, standards again were significantly above average and these pupils made outstanding progress in Year 3 to 6.

The school enables all groups of pupils, including those with learning difficulties or disabilities and those capable of high levels of attainment, to achieve very well. Because year groups are small, standards in the national tests can vary from one year to another and there is clear evidence that pupils joining the school during the year can depress standards. However, there is detailed evidence that the school helps all pupils to make exceptionally good progress from their existing levels of understanding. Challenging targets underpin pupils' outstanding levels of achievement.

Pupils' speaking and listening skills are well above average. By Year 6, they read fluently, with understanding and with good expression. Their writing is accurate and imaginative. A clear focus on investigative and experimental work means that they have an impressive depth of understanding in science. Their mathematical skills are well above average. Information and communication technology (ICT) standards are above average and ICT is used effectively to support learning in other subjects. Standards in music are well above those normally found.

Personal development and well-being

Grade: 1

The personal development of pupils is outstanding. Pupils' good attendance and punctuality show that they thoroughly enjoy coming to school. They develop exceptionally good relationships with each other and with adults and these promote their high achievement. Behaviour is exemplary. In discussion with inspectors, pupils expressed views confidently, clearly have a deep sense of responsibility and a mature awareness of current issues both locally and more widely.

Pupils' spiritual, moral and social development is excellent. The school gives pupils many opportunities to contribute to the local community and more widely. Their contribution is outstanding. Pupils take part in a wide range of local events and also raise significant amounts of money for charities at home and abroad.

Cultural development is good. The school promotes it well through a range of visits and visitors, for example in religious education lessons. This enables pupils to learn about the beliefs and practices of different cultures. However, pupils do not have a deep enough understanding of how different cultures adapt to life in Britain.

The school promotes healthy lifestyles exceptionally well. Pupils throughout the school have an excellent understanding of the need to eat healthily and take regular exercise. They are very well aware of the dangers of smoking and alcohol and drug misuse. The excellent arrangements for transfer to secondary school ensure pupils are extremely well prepared to face new challenges.

Quality of provision

Teaching and learning

Grade: 1

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Curriculum and other activities

Grade: 1

The school's curriculum is excellent. Good improvements to the curriculum since the last inspection ensure that learning is interesting, exciting and fun.

Outstanding opportunities for all learners begin in the Reception Year. Children here get off to an excellent start because Reception staff build very effectively on children's previous knowledge and understanding.

The curriculum fully meets all requirements in Years 1 to 6. Whilst there is a very strong emphasis on literacy and numeracy skills, the school gives pupils a very wide range of experiences in other subjects, such as music, geography and physical education. Pupils have many chances to speak and express their views in all areas of the curriculum. Standards in music are well above those normally found. For example, whole year groups learn the violin and play with impressive confidence.

Along with a wide range of visits and visitors, there is an excellent range of out-of-school activities to enthral and enthuse pupils. These help all pupils, including those with additional learning difficulties, to make excellent progress.

Care, guidance and support

Grade: 1

The school's excellent and supportive ethos ensures that all pupils feel safe and secure. Very strong relationships between staff and pupils underpin care and guidance very well. Pupils are very happy at school and feel valued. For example, a member of the school council said 'I feel proud when I achieve something'. Very sensitive care and nurture for pupils with additional learning needs promotes their very good progress.

Parents work very closely with the school, give it overwhelming support and have very high levels of confidence in staff. This co-operation makes an important contribution to pupils' progress. The school has very effective anti-bullying procedures.

Regular assessment of pupils' work ensures they are given challenging activities and targets. The school understands very clearly how well each pupil is doing. Highly effective support ensures that all groups of pupils, including higher-attaining pupils, achieve very well.

The school implements child protection procedures thoroughly and all staff know how to respond to any difficulties. Pupils know how to keep healthy and safe because of the excellent provision for personal, social and health education.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher provides excellent leadership. She knows all pupils and values them for what they can offer. All adults in the school fully support the headteacher's vision for the school. Essentially, this is to enable all pupils to reach their potential in a stimulating and challenging but secure learning environment. Subjects are managed very effectively and, in this small school, all teachers are in the leadership team, participating fully in strategic planning. A pragmatic approach to strategic planning means that priorities are linked to needs which have been identified and agreed on by the whole staff team. The headteacher seeks the views of parents, pupils, the church and other local groups and acts on them where possible.

The leadership and management of the Foundation Stage and of the provision for pupils with learning difficulties or disabilities are excellent. As a result, children get an outstanding start to their education in the Reception Year. Pupils with learning difficulties are fully included in all that the school offers and achieve very well. Governors are an important part of the team. Their leadership and management are effective and they fully support the headteacher in her vision for the school. There is a clear unity of purpose throughout the school, and this includes parents. This unity gives the school a very good capacity to improve further.

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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	1	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?	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	1	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	2	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

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