



# St John's CofE (C) Primary School

## Inspection Report

**Unique Reference Number** 124295  
**LEA** Staffordshire  
**Inspection number** 281684  
**Inspection dates** 28 March 2006 to 29 March 2006  
**Reporting inspector** Barbara Crane AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hobnock Road
<b>School category</b>	Community		Essington
<b>Age range of pupils</b>	3 to 11		Wolverhampton, West Midlands WV11 2RF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01922 476695
<b>Number on roll</b>	426	<b>Fax number</b>	01922 710447
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Clifft
<b>Date of previous inspection</b>	11 September 2000	<b>Headteacher</b>	Mr Stuart Ayres

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 March 2006 - 29 March 2006	<b>Inspection number</b> 281684
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## Introduction

Three Additional Inspectors carried out the inspection.

## Description of the school

This Church of England primary school has more pupils than most schools. It is situated on the outskirts of Wolverhampton and about a third of its pupils come from outside its normal area. The social and economic indicators for the school are about average and an average number of pupils have learning difficulties and disabilities. The school admitted Nursery-aged children for the first time last year. Children's attainment when they start school is broadly as expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Inspectors agree with the school's view that its effectiveness is outstanding. It provides excellent value for money.

Good quality provision for Nursery and Reception children gives them a good start to their education. They make good progress and reach above-average standards by the end of Reception. The achievement of pupils in Years 1 to 6 is outstanding. Standards achieved by the oldest pupils are well above average. Teaching and learning are outstanding. Pupils' progress gets a real boost in Years 5 and 6 because teaching gives them exactly what they need. Additionally, pupils' progress is checked carefully in these years to see if they are on target to achieve their best. There is some slower progress by pupils in Years 3 and 4 because teachers do not always adapt work as successfully for different abilities or provide pupils with sufficient guidance through marking on how to improve.

Pupils take pleasure and pride in their school and their personal development is second to none. An exciting and varied curriculum enthuses pupils and captures their interest. All staff work hard and show excellent commitment in providing the best for pupils in terms of a bright, stimulating environment. Pupils are well taken care of and know who to talk to if they have problems.

Outstanding leadership and management have led to good improvement since the last inspection and there is good capacity to improve further. The headteacher provides an excellent lead for the school's aim of promoting pupils' personal development and providing a creative and happy atmosphere in which pupils and staff feel the benefit of working together. The school's work in creating a successful partnership with parents is outstanding and parents are right to hold the school in high regard.

### What the school should do to improve further

- Enhance pupils' progress in Years 3 and 4 by ensuring that work always meets their different abilities and marking provides better guidance on what pupils need to do to improve.

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding. Children of Nursery and Reception age make good progress and most exceed the standards expected for their age by the start of Year 1. Their good achievement provides a firm platform for future success and the progress of Nursery-aged children introduced this year has been well assured. In Years 1 and 2, standards are above average, overall and are exceptionally high in writing in Year 2.

Standards are well above average in English and science and exceptionally high in mathematics by the end of Year 6. Targets for the Year 6 pupils are challenging and

they are on track to meet them. Pupils' progress through Years 3 to 6 is not always consistent, with a lesser rate in Years 3 and 4. This is because the work is sometimes too easy or too hard for a few of these pupils. In Years 5 and 6, pupils' progress is often very fast, reflecting very effective teaching to meet pupils' different needs. Progress for many pupils in all year groups is often very rapid in writing, reflecting the school's priority to bring about improvement here. Pupils with learning difficulties and disabilities make excellent progress because their needs are quickly identified and met through teaching.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Attendance is above average, reflecting pupils' extremely positive attitudes and enjoyment of learning. Nursery and Reception children develop good attitudes to work and quickly learn the advantages of working and playing together. Pupils' behaviour is exemplary. They are polite and friendly and show respect for each other and adults. Adults trust them and so they trust others. Pupils are thoughtful and considerate and this contributes very successfully to the quality of life in school. One pupil commented: 'We are all a team, that's what the school is all about – helping each other along'.

Pupils make the right choices over leading healthy lives and enjoy the sporting clubs and lessons. They know how to keep themselves and others safe, for example, in transporting equipment for physical education sessions. The school council makes a good contribution to the school community through gathering pupils' views and acting to bring about improvements, such as arrangements at lunch time. Pupils enjoy the links with the local church and performing in the choir at local events. They learn a good range of skills to equip them for future life. They work very well in teams, develop good skills in literacy and numeracy and use computers very confidently.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. There is a good level of consistency in teaching in the Nursery and Reception classes and teachers plan together to ensure children's smooth progress. When teaching is most effective, teachers' high expectations are reflected in the challenging work set for different groups of pupils, to which they respond very positively. Teachers are particularly good at providing topics that help pupils to find out information for themselves. Pupils use computers very well to extend their learning. Teaching of writing is very firmly based on the strategies that the school has agreed to raise achievement, particularly amongst the boys. The result of this is seen in pupils' high standards of writing.

Systems to check on how well pupils are doing, and using the information gained from this to plan lessons, are good. In Years 1 and 2, for example, teachers make excellent use of assessments of how well pupils have previously done to provide more challenging work in writing. In Years 3 and 4, however, work in reading and mathematics is not always closely tailored to meet the full range of pupils' needs and therefore a few pupils find it too easy or too hard. Teachers' marking in these years is not as consistently helpful to pupils and leads to some pupils continuing to make mistakes or not progressing as fast as they might.

Relationships are very good in all classes. All staff skillfully manage pupils' behaviour and this ensures that pupils listen attentively and concentrate hard. Precise teaching for pupils with learning difficulties and disabilities leads to rapid progress by these pupils.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Many pupils enjoy the excellent range of clubs and activities outside normal lessons. A rich programme of out-of-school activities and visits, including residential visits to Paris and Denmark, enhances the curriculum very effectively. The very strong emphasis on the creative arts has led to an Arts Council Award and there is high quality work in art and design. Projects undertaken with local art galleries and opportunities to play musical instruments mean that pupils, particularly those who are gifted and talented, are fully challenged.

Nursery and Reception children benefit from a well-planned curriculum that promotes their good progress in all areas of learning. Plans are well in hand to improve facilities for outdoor play. In other classes there are excellent links made between the different subjects so that pupils see the relevance of what they learn in different situations. They use computers very well to support their learning and to present work. The curriculum promotes healthy lifestyles very well, with all pupils benefiting from two hours of physical activities each week. The many sporting clubs are very well attended.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school provides a safe and welcoming environment, with good procedures for safeguarding pupils. Pupils comment that they feel well looked after. The support for pupils with learning difficulties and disabilities is very well organised and effective. A comprehensive personal, social and health education programme ensures that pupils know how to keep safe, fit and healthy. The school monitors pupils' progress in their work better in some years than in others. In Years 3 and 4, action is sometimes not swift enough to resolve difficulties if pupils' progress falters.

Excellent relationships with parents and useful links with outside specialists help to promote pupils' learning and well-being. This means, for example, that there is very good support from parents for pupils completing homework

## Leadership and management

### Grade: 1

Leadership and management are outstanding. The headteacher's clear vision for the school inspires commitment and enthusiasm from the staff, pupils and parents and they hold him in very high esteem. His support for the school's aim of working together is very well reflected in pupils' personal sense of purpose and that common amongst staff. There is good capacity to improve, reflected in good improvement since the previous inspection. For example, an initiative to improve writing, particularly for boys, has been carried through very well. The school's high quality resources, for example, the computers, are very effectively used to support pupils' learning.

The school's systems to evaluate its effectiveness work very well and lead to an accurate view of its position. The checks made on teaching are frequent and clearly identify what needs to be worked on next to improve pupils' learning. Very challenging targets are set for the oldest pupils but there is not the same rigour for all pupils in Years 3 and 4. The very effective management of the Foundation Stage has raised children's achievement through looking at teaching in classrooms as well as analysing data on performance. The governors provide good support for the school's work and are developing their role as critical friends.

The school is very good at gaining support from parents and other agencies to enhance pupils' learning. It seeks the views of parents and pupils well and has used these, for example, to improve pupils' experiences at lunchtime.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 the warm welcome you gave us when we visited your school. We really enjoyed talking with you. We could see that your parents think highly of the school from their replies to our letter. We thought that you would like to know what we found out about your school.

These are the things that we found make your school such a special place:

- You do very well in your work because of excellent teaching.
- You are growing up as very sensible, extremely well-behaved young people who know how to deal with life's problems by working together.
- There are lots of exciting things to do and take part in like clubs and visits that make school so much fun.
- Your school is very well run. The staff work very hard on your behalf. They want the best for you and do a great deal to make school a happy place for you and make sure that you know how to keep safe and healthy.

We have asked the people in charge to make sure that some of you in Years 3 and 4 get more help to understand how you can do even better. You are all a credit to your school. Keep working hard and we wish you all the very best for the future.