



St John's Primary School

Inspection Report

Unique Reference Number 124990
LEA Surrey LEA
Inspection number 281853
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Michael Fitzgerald AI

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

Type of school	Primary	School address	Pendleton Road
School category	Community		Redhill
Age range of pupils	4 to 11		RH1 6QG
Gender of pupils	Mixed	Telephone number	01737 763804
Number on roll	207	Fax number	01737 770301
Appropriate authority	The governing body	Chair of governors	Mrs G Mason
Date of previous inspection	18 October 1999	Headteacher	Miss M Cassidy

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St John's is a small, popular, 150 year old primary school. Standards on entry are broadly average. The proportion of pupils eligible for free school meals is below average as is the proportion of pupils with learning difficulties and disabilities. Most pupils are White British but a few speak English as an additional language. The school playground contains a large, well preserved air raid shelter from World War 2 with murals drawn by pupils at the time.

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 overall evaluation that St John's is a good school where pupils achieve well. At the end of Year 6, standards are above average and well above average in English. All groups of pupils make good progress because of the ways in which their achievement is monitored except for a few more able pupils. Pupils' good attitudes to learning also contribute to their progress. In Reception, the children enjoy a secure start and standards are in line with age related expectations. They make sound progress but a few more able children could be extended further by a greater level of challenge as they get older and by better linking between areas of learning.

Teaching is good overall with teachers making particularly good use of interactive whiteboards to stimulate pupils. Lessons are carefully planned, but in some lessons there is insufficient challenge for more able pupils. The marking of pupils' work is sound but the quality varies with the best providing good guidance on what to do to improve. The curriculum provided is good while the range of enrichment activities is excellent.

Leadership and management are good. The headteacher, deputy and middle managers monitor and support pupils' achievement well and with the governing body identify carefully areas for further development. Together, they have an accurate view of the school's effectiveness and issues from the last inspection have been dealt with appropriately. The budget is clearly linked to educational priorities. Links with parents are good. The school provides good value for money and is well placed to develop further.

What the school should do to improve further

- * Ensure that a range of challenging activities for those pupils who learn quickly is consistently provided in all classes from Reception to Year 6.
- * Improve the consistency of the marking of pupils' work.

Achievement and standards

Grade: 2

Pupils achieve well overall with no significant difference between groups of pupils. Since the last inspection, achievement in Key Stage 1 and in information and communication technology (ICT) has improved as a result of the action taken by the school. The children make sound progress in Reception because of the care and the teaching so that most are on course to achieve the goals expected for their age. Well focused support based on termly monitoring contributes to improved achievement as the pupils move through the school. By the end of Year 2, standards in English are above average and consistently well above average by the end of Year 6. Standards and progress in science are good. Standards in mathematics are generally slightly above average. As the school has rightly identified, progress in mathematics, particularly by some more able pupils, is not as good as it could be because of some inconsistencies

between classes in providing sufficient challenge for these pupils. Appropriate action is being taken to address this, although some targets for more able pupils are not sufficiently challenging.

Personal development and well-being

Grade: 2

The pupils' personal development is good. They behave very well, are mature and have positive attitudes to their work. Children in Reception are particularly well behaved, responsive and co-operative. Pupils' spiritual, moral, social and cultural development is good. They respect the feelings of others while older pupils are patient with and help younger children. They take pride in sharing their different life experiences, for example about going to school in India in a 'well done' assembly. Pupils in Year 6 are keen to take on responsibilities and they pass on their skills to Year 5 before they leave. Attendance is good with pupils very keen to come to school as they enjoy their lessons. They are aware of the skills they are developing for the future. The pupils feel safe and have a growing awareness of healthy eating and developing good lifestyles.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. There are consistent expectations for behaviour and pupils respond very well. Teachers use interactive whiteboards confidently and this helps to motivate pupils as they complete tasks on the boards. In the best lessons, engaging initial activities coupled with well-timed tasks, for example, involving the use of timers, create a very purposeful, brisk learning atmosphere. Teaching assistants and the special educational needs coordinator provide good support for any pupils with learning difficulties and for those who speak English as an additional language. Focused questions for particular pupils and good use of 'talking partners' ensure that all pupils are able to take part and make good progress. Lessons are carefully planned, but on occasion, the teaching is less effective when there is insufficient challenge for more able pupils in some classes from Reception to Year 6. Pupils' work is regularly marked but the quality varies with the best providing good guidance on what to do to improve.

Curriculum and other activities

Grade: 2

The overall curriculum is good with the required improvements made in ICT since the last inspection. Increasingly, links between subjects enhance learning and develop basic skills, for example literacy through work in geography. Very good arrangements for homework help pupils to take responsibility for their own learning. Work is well planned for the needs of all pupils with additional support helping pupils with learning difficulties and those who speak English as an additional language to make good

progress. However, work for more able pupils in English and mathematics is not implemented as well in a few classes as in others. The curriculum in the Foundation stage is satisfactory but links between areas of learning in daily activities still need to be developed further. The range of enrichment activities is outstanding and makes an excellent contribution to developing pupils' sense of community and confidence. Pupils' personal and social development is enhanced through work on safe and healthy lifestyles, and especially through the use of the World War 2 air raid shelter in developing awareness of local heritage.

Care, guidance and support

Grade: 2

The provision is good and a significant strength of the school. Staff are sensitive to pupils' needs and, with the support of governors, strive to ensure they are met. Pupils in need of extra care are extremely well supported in this very caring and spiritually nurturing community. Records of pupils with specific needs are particularly comprehensive as parents, carers and the pupils themselves are involved in devising their learning programmes. The governing body has been proactive in setting up a parents' forum to ensure effective communication. Termly assessments in English, mathematics and science are used well to trigger action if any pupil looks to be underachieving. Inconsistencies in marking mean that some pupils receive insufficient guidance about how to improve. Procedures are clear to ensure everyone is safe and arrangements for child protection are good. The 'buddy' system promotes positive relationships successfully and pupils say there is little bullying. Any incidents are dealt with quickly and effectively. The school makes regular checks on the very few pupils who fail to attend.

Leadership and management

Grade: 2

Inspection evidence indicates that leadership and management are good, although the school judged leadership and management to be satisfactory. The headteacher, in conjunction with the deputy headteacher, subject leaders and governors, monitors pupils' work in English, mathematics and science in every class each term. Any pupil who may be in danger of underachieving is identified and action taken to help the pupil to improve. As a result, all assessment results at the end of Year 2 and Year 6 have improved since the last inspection. The school has an accurate picture of its performance and has rightly identified the need to improve the attainment of some more able pupils, especially in mathematics. Monitoring of the quality of teaching is very well organised and has improved since the last inspection. It regularly and systematically involves senior and middle managers and includes focused joint observations with external consultants. When weaknesses in teaching in the past have been identified, appropriate action has been taken so that pupils' overall progress is not compromised. The governing body supports the school well and monitors the work of the school and the finances effectively. The school takes the views of parents into account. Planning for the development of the school is well organised, although the

benefits are not sufficiently measurable and some targets at the end of Year 6 are not sufficiently challenging. Financial management is secure and closely linked to the priorities in the school improvement plan. The school is well placed 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?	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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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?	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

Pupils

I am writing on behalf of the inspectors who visited your school on 3rd and 4th of May to let you know what we think about the school. It was a pleasure to talk to you about how you feel you are getting on, to watch you enjoying your lessons and especially to see so many of you receiving rewards in your 'well done' assembly.

Many of you told us how much you like school and that you feel you are getting on well. Your parents also have told us many good things about the school. We think that your school is good too. Everyone in your school takes good care of you. You get on well with each other and you behave very well. You told us that you feel safe and you know that you can always talk to an adult if you have a problem. As you get older, you like being given responsibilities and we were very impressed by the way you help the school to solve problems in the school council, to run the library and to help other children as playground buddies. We know you enjoy coming to school because your attendance is better than in many schools. You told us that you particularly enjoy the excellent range of clubs. We saw that you work hard in lessons especially when the teachers use a timer and you want to get your work finished before the bell rings. Your teachers and your teaching assistants help you well when you find your work difficult. Your teachers try hard to make lessons interesting and as a result you all do well especially in the tests you take in Year 6. We were also pleased to see the way children in Years 1 and 2 are now learning.

The headteacher and teachers run the school well and they have been working hard to make things even better. They look at your work very regularly and give you extra help if you need it. They have noticed that some of you could do better, especially in mathematics, if you were given more work to stretch you. Some of you would also benefit if your teacher showed you the next steps you should take to improve your work. We are sure that you and your teachers will be able to sort these things out. Once again, thank you very much for your help. We feel sure that you will continue to work hard and do well and we wish you every good luck for the future.

Michael Fitzgerald,

Lead inspector.