

Peasedown St John Primary School

Inspection report

Unique Reference Number	109067
Local Authority	Bath and North East Somerset
Inspection number	309866
Inspection dates	24–25 September 2007
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	456
Appropriate authority	The governing body
Chair	Linda Day
Headteacher	David Tilling
Date of previous school inspection	27 January 2003
School address	Bath Road Peasedown St John Bath BA2 8DH
Telephone number	01761 432311
Fax number	01761 432311

Age group	3–11
Inspection dates	24–25 September 2007
Inspection number	309866

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Numbers have increased rapidly over the past three years since the opening of the maintained nursery class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features.. It has improved considerably over the past few years. As one parent pointed out, 'The school has improved year by year'. Outstanding leadership and management have resulted in the development of a caring and supportive ethos in which pupils thrive and standards are rising. Leaders and managers have a clear view of the school's strengths and areas for improvement. Recent restructuring of staff has led to a strong team. The excellent leadership of the headteacher ensures a clear vision for the future, and the school plays an important role in the life of the community. The relatively new deputy headteacher supports this leadership well. Governors do an outstanding job in monitoring the provision and regularly challenging decisions to ensure that they are the right ones for the school. Procedures to keep pupils safe and secure are exceptionally good. Parents are extremely supportive, and links with other local schools are very strong.

The excellent personal development and well-being of pupils is evident in their exemplary behaviour in and around the school. Their confidence is extremely good and ensures that they are fully involved in decision-making. They enjoy school very much and have extremely positive attitudes to learning. Relationships are very strong, ensuring that each pupil is confident and willing to learn. Pupils regularly work with and support the local community in a number of ways. They are very aware of the importance of keeping healthy and the school has 'Healthy School' status.

Standards are above average and improving. All pupils achieve well and make good progress during their time at the school. Standards in English, mathematics and science improved in 2007, with pupils achieving above average results by the end of Year 6. Above average standards in reading, writing and mathematics have been maintained over the past two years in Year 2.

Good teaching is leading to good work and good achievement by all groups of pupils. The school has had a significant number of temporary teachers in the past two years. This had a minimal effect on pupils' learning because procedures to help new teachers settle are good and are working well. Just occasionally, pupils' achievements are limited because they spend too much time listening and following instructions and too little time working on their individual or group tasks. This sometimes leaves too little time to complete work set. Day-to-day marking of pupils' work is supportive but does not always help them to improve.

The curriculum has improved recently, owing to a clear focus on activities to enrich learning, and it provides extremely well for pupils of all abilities. It prepares pupils exceptionally well for their futures. The high quality extra-curricular clubs play an important role in pupils' daily lives and are very well attended. Pupils receive outstanding care. Procedures to keep them safe are robust. Pupils say that there is always an adult that they can talk to. Tracking of pupils' academic achievements is rigorous, helping them to achieve their challenging targets.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Nursery and Reception classes is good. Children behave well and quickly settle. Attainment on entry to the Foundation Stage is at the expected level. As a result of good teaching, children make good gains in learning. Occasionally too much direction from adults reduces opportunities for independence. Children feel secure as a result of the warm and caring ethos and very positive relationships. The good team approach ensures that staff know children

well. High quality assessment, using photographs, observations and notes, helps to build a picture of each child's achievements.

What the school should do to improve further

- Ensure that all teachers allow enough time for pupils and children to work independently and complete their tasks.
- Make sure that day-to-day marking helps pupils understand how to improve their work.

Achievement and standards

Grade: 2

Standards are above average by Year 6 and pupils achieve well during their time at the school. On entry to the Foundation Stage, children's attainment is average. They make good progress during their time in Nursery and Reception so that they enter Year 1 at just above the levels expected for children of their age. In Years 1 and 2, they continue to make good progress. In 2006, standards in the end of Year 2 national assessments were above average in reading, writing and mathematics. These standards were maintained in 2007. In Years 3 to 6, pupils also make good gains in learning. In 2006, standards were average in English, mathematics and science. Standards have improved since then, owing to clear direction and focused support, particularly for raising the attainment of boys. In 2007, standards in English, mathematics and science were above average. All pupils in the school, including those of higher attainment and pupils with learning difficulties and/or disabilities, achieve well.

Personal development and well-being

Grade: 1

Outstanding spiritual, moral, social and cultural development is evident in pupils' exceptional behaviour and in their extremely positive relationships. Pupils thoroughly enjoy their work and have very good attitudes to lessons. They are very independent and confident in their daily lives and regularly take on responsibility for themselves and others. They are polite and helpful and use safe working practices extremely well. Pupils make exceptionally strong contributions to the school and to the local community. The school council ensures that all pupils have a say in the way the school works. For example, they have been instrumental in improving the school environment by designing excellent playground equipment that has created an exciting place to play. They support a number of local charities with enthusiasm. Pupils engage in many 'green' projects, switching off unwanted lights and regularly recycling. They are passionate about saving energy. Pupils are very well prepared for their future well-being. Many pupils understand that possessing good skills in literacy, numeracy and ICT as well as good personal skills will help them in the world of work. Pupils choose healthy snacks and participate very enthusiastically in a wide range of sports, activities and clubs.

Quality of provision

Teaching and learning

Grade: 2

The positive relationships in lessons mean that pupils enjoy learning and work hard to succeed. Good management results in good behaviour and progress so that pupils achieve well. The improved progress seen across the school recently is a result of teachers directly intervening to narrow the attainment gap between boys and girls. Pupils are motivated by praise for their

achievements. Teachers sometimes spend too long giving explanations and gaining responses. As a consequence, there can be insufficient time for pupils to work on independent or small group activities and so they do not complete their tasks. Marking is regular but variable in its effect. Too often it only states how well a task has been done rather than detailing how it could be improved. Homework is used well to support learning.

Curriculum and other activities

Grade: 1

The curriculum is extremely well designed to meet the needs of all learners, enabling them to make good progress as they move up through the school. Activities are often highly stimulating and, as a result, pupils enjoy their learning. The many additional learning experiences, such as lunchtime sports tuition and the range of visits and visitors, are exceptional. The focus on real learning is evident. For example, the ICT club has designed a 'For Sale' sign for a local property agent who donates a small fee to the club for each property sold. Library provision is exceptional and contributes very well to pupils' reading skills. The curriculum offers a wide scope for developing personal and social skills. The 'local schools project' provides outstanding opportunities to extend learning and work with pupils from other schools. The curriculum for ICT is strong and is focused extremely well on aspects such as boys' attainment and communication and language and literacy in the Foundation Stage.

Care, guidance and support

Grade: 1

The school has an outstanding ethos of care. Each pupil is valued as an individual and this underpins the outstanding personal development of all pupils. The school fully complies with statutory requirements regarding health and safety. Child protection arrangements are robust and effective systems keep pupils safe and secure, with regular risk assessments and safety routines clearly understood by staff. Systems for tracking pupil's academic progress are very effective and procedures for identifying particular needs are complemented well by external support services. Pupils are fully involved in setting their own targets and assessing their own work.

Leadership and management

Grade: 1

The school is very clear about its own strengths and areas for development and, as a result, it has been able to improve significantly over the past few years so that it is now a good school. The outstanding leadership of the headteacher, ably supported by the relatively new deputy headteacher, has led to recent improvements in standards and achievement and to the exceptional personal development and well-being of pupils across the school. Leaders and managers are extremely committed to raising standards further and have established clear procedures to monitor each pupil's attainment and progress, resulting in improvements in all areas. Senior managers and subject leaders are committed to improving their own areas of work. Teaching is monitored regularly, although more could be done to ensure that lessons are managed consistently to allow each pupil to complete the work set. Governors support the school extremely well and challenge leadership regularly about aspects of the school's development and its results. Challenging targets for the school as well as for individual pupils are met well and there is clear evidence that these are helping to raise standards. The school

works closely with other local schools in an exceptional partnership to improve learning, resulting in the very positive personal development of pupils. Parents are extremely supportive of the school's work. There has been good improvement since the last inspection and the school has an excellent capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

26 September 2007

Dear Pupils

Inspection of Peasedown St. John Community Primary School, Peasedown St John, BA2 8DH

Thank you for your help in our recent inspection of your school. We very much enjoyed talking to you about all the things you do at school. You told us that yours is a good school and we agree with you. This letter is to let you know about some of the things we found during our visit.

Your school is giving you a very good education. You achieve well so that the standards that you reach are above average for your age. You enjoy school and you behave very well. You showed us that you work hard and know how to keep fit and healthy. Your understanding of right and wrong and the importance of being kind and helpful is exceptionally good. Your teachers take very good care of you and keep you safe. Good teaching helps you to improve your skills. Just occasionally, you do not have enough time in lessons to work on independent or group tasks and then you are unable to complete your work. Sometimes marking in your books does not tell you how to do better. You take part in many exciting activities from the excellent curriculum. There are some outstanding opportunities for you to attend clubs and very many of you do that.

Your headteacher and other leaders manage the school extremely well. They do a very good job in keeping you safe and secure. All the staff care for you very well. They carefully record your achievements and set clear targets to help you improve. The accommodation is very welcoming and you have lots of space to play in.

There are two things that we are asking the school to improve so that your education is even better:

- make sure that you have enough time in your lessons to work independently to complete your tasks
- make sure that marking in your books helps you to know how to improve your work.

Thank you again for your welcome and good luck for your future.

Best wishes

Denise Morris Lead Inspector



26 September 2007

Dear Pupils

Inspection of Peasedown St. John Community Primary School, Peasedown St John, BA2 8DH

Thank you for your help in our recent inspection of your school. We very much enjoyed talking to you about all the things you do at school. You told us that yours is a good school and we agree with you. This letter is to let you know about some of the things we found during our visit.

Your school is giving you a very good education. You achieve well so that the standards that you reach are above average for your age. You enjoy school and you behave very well. You showed us that you work hard and know how to keep fit and healthy. Your understanding of right and wrong and the importance of being kind and helpful is exceptionally good. Your teachers take very good care of you and keep you safe. Good teaching helps you to improve your skills. Just occasionally, you do not have enough time in lessons to work on independent or group tasks and then you are unable to complete your work. Sometimes marking in your books does not tell you how to do better. You take part in many exciting activities from the excellent curriculum. There are some outstanding opportunities for you to attend clubs and very many of you do that.

Your headteacher and other leaders manage the school extremely well. They do a very good job in keeping you safe and secure. All the staff care for you very well. They carefully record your achievements and set clear targets to help you improve. The accommodation is very welcoming and you have lots of space to play in.

There are two things that we are asking the school to improve so that your education is even better:

- make sure that you have enough time in your lessons to work independently to complete your tasks
- make sure that marking in your books helps you to know how to improve your work.

Thank you again for your welcome and good luck for your future.

Best wishes

Denise Morris
Lead Inspector