

# Roundhay St Johns Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	108007
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324686
<b>Inspection dates</b>	29–30 April 2009
<b>Reporting inspector</b>	Sarah Hicks

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	261
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Colin Cheseman
<b>Headteacher</b>	Mrs G Winterburn
<b>Date of previous school inspection</b>	3 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	18 North Lane Leeds West Yorkshire LS8 2QJ
<b>Telephone number</b>	0113 2658451

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<b>Age group</b>	3–11
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**Fax number**

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is an average-sized school. Approximately half the pupils come from minority ethnic backgrounds. About one third of pupils speak English as an additional language, most being from either Indian or Pakistani families. The proportion of pupils entitled to free school meals and the percentage with learning difficulties and/or disabilities are below average. The Early Years Foundation Stage provision consists of Nursery and Reception classes. The school has received a number of awards: Investors in Pupils Status, Healthy Schools, International Schools and the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Roundhay St Johns is a good school where pupils achieve well, work and play together harmoniously and reach above average standards. It has improved significantly since the last inspection and is striving to improve even further under the strong leadership of the headteacher and her team.

The drive to improve pupils' life chances and learning experiences has resulted in happy, enthusiastic pupils, who thoroughly enjoy school, make good progress and leave Year 6 well prepared for their future. The exciting curriculum interests pupils and instils in them an appetite for learning. For example, pupils talk enthusiastically about their 'learning journeys', which ignite curiosity and 'make learning fun'. Improvements in the quality of teaching and learning and an emphasis on high-quality care, guidance and support help pupils to thrive during their time at school. Pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language are given good support and work is matched well to their needs. Parents overwhelmingly agree that their children are 'in safe hands' and delight in how happy their children are.

Although overall, children's skills on entry to Nursery are those expected for their age, an increasing number start with restricted language and poor social skills. Some limitations in the Early Years Foundation Stage curriculum, caused by a lack of access to the outside provision and insufficient links between Nursery and Reception, mean that children's overall achievements are no better than satisfactory in these classes. In Key Stages 1 and 2, pupils progress well and by Year 6 standards are above average overall.

The headteacher's vision and drive for school improvement is shared not only by her leadership team, but by the whole school community, who help identify priorities and monitor provision. Strategies to increase the rate of progress in Key Stages 1 and 2 are proving successful as standards and achievement rise, particularly in English and science. The school is working increasingly successfully to improve all pupils' skills in mathematics. For example, parents and pupils enthused about their recent 'Sums and Samosas evening, which helped parents support their children's learning in mathematics. However, the school recognises that standards could be even higher, especially for the more able in mathematics. Governance is good. The school recently achieved the Financial Management Standard and provides good value for money.

Pupils' personal development and well-being is a key focus of the school's work. This ensures that pupils have a good understanding of how to keep healthy and safe, that they get on extremely well together and respect and celebrate each other's achievements. The good promotion of community cohesion, both within school and beyond, is a strength of this diverse, multicultural school. Attendance is consistently above average and this has a positive effect on pupils' learning. Pupils are courteous and friendly and quickly develop a sense of belonging and an enjoyment of learning, which they retain throughout their time in this inclusive, good school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Thoughtfully planned and carefully resourced activities stimulate children's interests and enable them to develop a satisfactory range of essential skills. Relationships are very positive, daily routines are well established and expectations are clear. This provides children with a strong

sense of well-being and they develop their personal skills at a good pace. Parents value the close links established to support their children's first taste of school. Children learn to share and play well together, although some take time to develop the skills needed to talk and work alongside others. A combination of teacher-led and child chosen activities provides the right balance of experiences. Teachers use the opportunities that arise naturally as children play to promote and extend their language and number skills. Leadership and management are satisfactory. Opportunities to link learning between Nursery and Reception are not used well enough, limiting, for example, how closely staff can share expertise and planning. For much of the day Reception children have insufficient space to work effectively out of doors and children are unable to move freely between two classrooms. This reduces the opportunities available to both Nursery and Reception children, a limitation which affects lower and higher attaining children in particular. As a result, despite being supported well, children's progress is no better than satisfactory and by the end of Reception children's skills are broadly typical for their age. Welfare requirements are fully met. Staff take good care of children. For example, Nursery children are taught to understand the importance of washing their hands before they eat their snack and know that this helps to get rid of germs.

### **What the school should do to improve further**

- To establish stronger links between Nursery and Reception in order to provide more unified provision and to accelerate progress.
- To ensure that work provided for the more able pupils in mathematics challenges them to achieve to the best of their ability.

## **Achievement and standards**

### **Grade: 2**

Pupils enter Year 1 with skills broadly typical for their age and by the time they leave Year 6, they reach above average standards overall. This represents good progress from their starting points. Although standards have been broadly average in past years, the most recent school data and the work of current pupils show that in Years 1 and 2 pupils are making good progress. This good progress continues through Key Stage 2 and pupils' standards in Year 6 are above average in English and science. Standards in mathematics are broadly average. This is owing to fewer pupils reaching the higher levels. Standards in science have risen rapidly with sharp gains in the number of pupils reaching the higher Level 5. While there has been an improvement in the quality of teaching and learning in mathematics, this has yet to impact fully on standards, particularly for the more able pupils. The school carefully tracks all pupils on an individual basis, targets intervention and monitors this carefully to determine success. The effective provision for pupils with learning difficulties and/or disabilities enables them to make good progress.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They develop a strong sense of social responsibility and mature into thoughtful and confident young people. They play and work in complete harmony, respecting each other's cultural heritage and have no concerns whatsoever about bullying. Pupils feel safe and approach staff, or their 'smile managers' if anything is worrying them. As pupils said, 'Smile managers find us if we feel sad.' Pupils readily volunteer to take on responsibilities around school, for example sports leaders organise equipment and games, which younger pupils say 'make playtimes more fun'. Pupils thoroughly

enjoy school, and this is reflected in their consistently good attendance. Behaviour and attitudes are good overall, with most pupils listening carefully to teachers, although occasionally groups have to be asked more than once for their attention. Pupils appreciate the need for a healthy lifestyle and enjoy opportunities to be physically active, such as in the whole-school 'Wake up Shake up' sessions. Pupils are justifiably proud of the achievements of the school council and feel they have a say in running the school. Raising funds to support improvement projects, both in school and abroad, has provided pupils with a clear insight into the principles of financial management. Pupils enthused, for example, about raising money to pay for cooling fans for their partner school in Jamaica. This, combined with a secure range of basic skills, prepares pupils thoroughly for the next stage of their education and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning has improved significantly since the last inspection. Relationships in lessons are good, activities interesting and teachers' enthusiasm infectious. This ensures both good behaviour and keen learners, who say 'teachers make their learning fun everyday'. Effective planning ensures that pupils are crystal clear about what they are learning. Pupils, including those with learning difficulties and/or disabilities and who speak English as an additional language, appreciate the high quality, focused support they receive. Teachers and their assistants work closely and successfully together to ensure that most pupils make good progress. In mathematics lessons teachers do not consistently set work that appropriately challenges pupils, particularly those who are more able. Most pupils are very clear about their next steps in learning.

### **Curriculum and other activities**

#### **Grade: 2**

The colourful and extensive displays of pupils' work in corridors and classrooms reflect the lively and engaging curriculum they enjoy. Significant improvements have taken place since the last inspection. The rich curriculum is now tailored to meet most pupils' needs and a creative approach links subjects closely, ensuring that pupils develop skills well across different subjects. For example, pupils in Years 3 and 4, using their skills and knowledge of English and history, work on 'Invaders and Traders' starting with a message in a bottle to decode. The fun they had while learning important facts was very clear. Many of these topics or themes involve visits to places of educational interest which broaden pupils' experiences and enhance their language skills. Pupils enjoy a satisfactory range of extra-curricular activities, although some parents, highlighted in their response to the questionnaire sent to them, would like to see more.

### **Care, guidance and support**

#### **Grade: 2**

Parents recognise the 'lovely family feel' to the school, which ensures that their children thrive, feel safe and are happy. Adults know their pupils very well and are committed to caring for their individual needs. The school works well in partnership with others, helping pupils overcome any barriers to learning. Vulnerable pupils, those with learning difficulties and/or disabilities and pupils who speak English as an additional language are provided with good support. For example, pupils talk glowingly about the mentor support they receive, which helps them to

increase their self-confidence and talk through any worries they may have. This high quality care and support is a significant factor in the good progress pupils make. Arrangements to ensure health and safety are robust and regularly reviewed and procedures for safeguarding pupils meet current government requirements. Clear systems to assess and monitor pupils' attainment have now been developed and strong leadership is ensuring effective interventions to arrest any underachievement. However, occasionally, marking does not help some pupils recognise the next steps in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher, who is held in high regard by the school community, has energised her team since the last inspection and the school now has a clear focus on raising standards and achievement. Subject leaders have benefited from an improved understanding of how to analyse standards and measure pupils' progress. They relish the extra responsibility and challenge for improving these. This has been enabled by the headteacher, who ensures that staff, pupils, parents and governors all contribute to school improvement planning. Expectations are high and challenging targets are now being set. In addition to the very good improvements in science, the keen focus on speaking and listening and a creative approach to developing writing skills are reflected in improving standards in English. Appropriate priorities have been identified as a result of accurate self-evaluation. Leaders recognise the need to improve provision for the more able pupils in mathematics. It is also recognised that improvement is needed in the provision in the Early Years Foundation Stage to accelerate progress for younger children. Governors challenge the school well and are fully involved in effective systems for monitoring and evaluating the school's work. Procedures to promote equality of opportunity and to eliminate discrimination are effective. Community cohesion is promoted well, fully embracing and celebrating different cultures and religions in the local community and beyond. Strong leadership and management ensure good capacity for further improvement in this inclusive, harmonious school.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Roundhay St Johns Church of England Primary School, Leeds, LS8 2QJ

Thank you for making the inspection team so welcome when we visited your school recently. We really enjoyed meeting you and looking at your good work. It was lovely to see you enjoying your lessons so much.

You go to a good school and everyone has worked very hard to make sure that you now make good progress. Here are some of the things we found to be good.

- You all get on very well with each other and celebrate each other's religions, languages and cultures.
- Teachers are proud of how well you all behave in class. You are polite, welcoming and work hard in your lessons.
- The headteacher and her team run the school well. They carefully check on how well you are doing, look after you well and are always keen to try out new ways to make your learning more interesting.
- You enjoy your lessons a lot because your teachers make your work fun.

You do well, but some of you could do even better. To help with this I have asked your headteacher to make sure that those of you who find learning easier than most are set harder work in mathematics lessons. This will help more of you to reach higher levels and to understand even more about mathematics.

I have also asked teachers to find ways of working more closely together in Nursery and Reception classes, so that all the children can share the lovely activities they have and they can learn inside and outside really well.

Thank you again for welcoming us into your good school.