

# St John The Baptist Catholic Primary School, Andover

## Inspection report

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<b>Unique Reference Number</b>	116382
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326378
<b>Inspection date</b>	12 January 2009
<b>Reporting inspector</b>	Michael Pye

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	209
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>	Mr K O'Kelly
<b>Headteacher</b>	Mrs J Davies
<b>Date of previous school inspection</b>	2 March 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>	Floral Way Andover Hampshire SP10 3PF
<b>Telephone number</b>	01264 361806

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<b>Age group</b>	4–11
<b>Inspection date</b>	12 January 2009
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**Fax number**

01264 355211

<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the quality of academic support and guidance for pupils, whether the entry levels of children in the Early Years Foundation Stage (EYFS) had changed since the last inspection, the extent to which children benefit from the EYFS, and the current standards and achievement levels of pupils in the school.

Evidence was gathered from a range of documents, pupil progress data, school records, discussions with the acting headteacher, senior leaders, Chair of Governors, staff, parents and pupils, observations around the school and replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This average-sized Roman Catholic primary school serves a wide catchment area. Pupils are predominantly of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average. There are 30 pupils for whom English is an additional language, and this number has grown considerably in recent years. The proportion of pupils with learning difficulties and/or disabilities is broadly in line with the national average. This consists mainly of pupils with moderate learning or speech and language difficulties. There are four pupils with a statement of special educational need. The acting headteacher is in post due to the recent and temporary absence of the headteacher. The school is an Investors in People organisation and has been recognised nationally through the enhanced Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school provides an outstanding education for its pupils. Parents recognise this in their written comments, which included, 'a very caring and nurturing environment', 'a wonderful learning environment', and 'my children are very happy and confident and receive an excellent education'.

Standards and achievement levels have been consistently high. In the 2008 national tests for 11-year-olds, standards were well above average. Given the average starting point of this cohort, this constitutes outstanding achievement, including for those pupils with learning difficulties. Currently, pupils are on track to achieve the similar very challenging and high targets set for them. There was a dip in standards at the end of Year 2 in 2008. However, this reflected the large proportion of pupils in this cohort for whom English is an additional language, some staff turnover and the levels of pupils with learning difficulties being above those expected. While pupils with English as an additional language progress extremely well overall and achieve in line with their peers by the end of Year 6, there is evidence that they do not make as rapid progress in Key Stage 1. The school is aware of this. It acknowledges the need for a coordinator who has specific responsibility for maximising the opportunities and provision for this growing number of pupils, and for overseeing their progress.

Pupils' personal development is outstanding and contributes to their high achievement levels. They are polite, very well behaved and demonstrate an understanding of the rights of individuals, and the need to respect themselves and others. This is accompanied by a mature approach to their learning; they remain focused in lessons, cooperate and share ideas very well. Their independence as learners is encouraged by the consistent use of talk partners, with an emphasis on pupils' self-assessing and developing thinking skills. They have an excellent knowledge of how to stay healthy and safe. Such messages are reinforced very well through lessons. For example, in science pupils learn about the dangers associated with electricity and water. The pupils make an excellent contribution to the community. The school council was chosen through a formal election run by the local council, and make important inputs into decisions around the school. They make choices about charity fund-raising at home and abroad and are increasingly involved in discussing aspects of learning in the school. The spiritual, moral, social and cultural aspects of pupils' education are excellent. As one parent wrote, 'Pupils are given numerous opportunities to explore and celebrate the religious and moral dimensions of life.' The high levels of basic skills, including in information and communication technology, ensure that pupils are extremely well prepared for later life.

Outstanding teaching underpins the high level of pupils' standards and achievement. Excellent subject knowledge helps ensure challenging questioning takes place in lessons. It also contributes to very detailed planning, which addresses the needs of individual pupils well. Careful attention is paid to ensuring that teaching assistants have a clear idea of the objectives for their group of pupils. This results in very effective support work by well-trained assistants.

Pupils thoroughly enjoy their education. This results from teachers planning varied and interesting activities and an excellent curriculum. The high standard of basic skills reflects how well the curriculum meets pupils' needs. Moreover, the school has also developed themes which allow for more creative approaches to learning. The theme of Victorian England involved role-play, but also stimulated boys to write using more imaginative language. More mathematical investigations are resulting in growing confidence among girls in dealing with number problems.

Enhancement of the curriculum is excellent, with sports clubs, music and drama productions and visitors such as the Aztec group and theatre groups. The emotional needs of pupils are very well met through class discussions known as circle time and the personal, health and social education programme, which allow pupils time to discuss any issues of concern.

The school gives a very high priority to pupils' pastoral care. In addition, the academic guidance and support for pupils is excellent. Pupils know their targets. Teacher's marking is supportive but also gives pupils clear guidance on how to improve their work. Pupils said they have the right amount of homework, and that they benefit from the many good opportunities to self-assess their work. For example, they have to place their work in colour-coded trays that indicate whether they have fully or partly understood a piece of work, or if they have struggled with it.

Leadership and management are outstanding. A clear direction has been set by senior leaders and it has been effectively shared with staff; all know and work together to achieve the school's development objectives. This teamwork, together with very well-established management systems, has enabled a seamless transfer of leadership during the current absence of the headteacher. Monitoring and self-evaluation is embedded. Subject coordinators oversee their areas of responsibility through lesson observation, work scrutiny and by interviewing pupils. Thorough analysis of test results has enabled the school to identify areas that need to be addressed, such as the study of time in mathematics. Community cohesion is excellent, with very close parish links, sporting links with local secondary schools, and very well-established national links. The capacity to sustain improvement is outstanding.

The school is not reluctant to use external partners to benefit pupils. A small minority of parents felt that links with them could be improved. However, the school has a number of good strategies for ascertaining parents' views, and one wrote: 'The parent-school development group is a welcome initiative giving a voice to those parents who wish to contribute to the development of the school.' Governors are extremely supportive, visit regularly and know the school well. However, they have recognised and are acting on their need for data training so that they can further challenge the school regarding academic standards. The school is not complacent and is constantly setting itself further challenges. For example, it has introduced French into Key Stage 2, but is now researching how best to extend it into Years 1 and 2.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

In the past, the entry levels of children have been as expected for their age, although there are now increasing numbers of children with English as an additional language. Many have not reached the expected levels of communication skills. Excellent leadership and management result in activities being very well organised and the children are stimulated by the wide variety of things that they have to do. Relationships are outstanding with both the children and their parents. Careful attention is paid to the training of staff, with the result that teaching assistants are proactive and very well deployed. Teaching is never less than good and often outstanding, and, consequently, the children currently attending are achieving extremely well. The strategies adopted by teachers, such as self-registration, play a crucial part in the encouragement of independent learning. Teachers plan especially well for those children with gifts and talents and this is sustained and monitored during the transition between Reception and Year 1. An excellent range of external agencies help benefit those pupils with learning difficulties and/or disabilities.

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

- Ensure the appointment of a coordinator to oversee the provision and progress of pupils with English as an additional language.

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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?	1
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	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	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**

22 January 2009

Dear Pupils

Inspection of St John The Baptist Catholic Primary School, Andover, Hampshire, SP10 3PF

Thank you for making us so welcome when we visited your school. We spoke to many of you and listened carefully to what you had to say. We were very pleased to hear how much you enjoy school. You are rightly proud of the school, because we judged it to be outstanding.

There are so many excellent things that the school does. You told us how you are expected to work hard, that you learn well and enjoy your lessons. The teaching is outstanding. This, together with your very positive attitudes to learning, helps ensure that you make excellent progress by the time you leave at the end of Year 6. We also liked the way you get along so well together. In lessons you share ideas and resources very well, and respect each other's views. The school encourages you, from Reception onwards, to be independent and this is shown in your responsible attitude to assessing your own work. Well done!

You have an excellent understanding of how to stay healthy and safe. We especially liked how you looked forward to your healthy lunch and that you appreciated having a vegetarian option. You make an excellent contribution to the community, for example, as school councillors, or in your links with the church. You told us that you have many interesting activities to do in and out of lessons. These undoubtedly contribute to your enjoyment of school. Year 6 appeared to be thoroughly enjoying learning about the Aztecs. We believe that the range of activities you have is outstanding.

The adults want you to do well. They have a very good understanding of how the school should develop. The school is led and managed extremely well and this helps to ensure that your needs are met. We have asked the school to look at appointing an adult who would be responsible for tracking the progress of those growing number of pupils who have English as an additional language.

Thank you again for your welcome. We wish you well for the future.

Yours faithfully

Michael Pye

Lead Inspector