

St John's CofE Primary School

Inspection report

Unique Reference Number	102027
Local Authority	Enfield
Inspection number	335827
Inspection dates	16–17 March 2010
Reporting inspector	Kekshan Salaria

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Cllr Matthew Laban
Headteacher	Mrs Susan Notley
Date of previous school inspection	17 March 2010
School address	Theobalds Park Road Enfield EN2 9BD
Telephone number	020 83634709
Fax number	020 8367 1284
Email address	head@st-johns-pri.enfield.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspection team observed 11 lessons taught by four teachers and held meetings with governors, staff and a group of pupils. They observed the school's work and looked at a wide range of documentation, including teachers' planning, pupils' books, the school improvement plan, assessment records, minutes of meetings and the report of the School Improvement Partner. The responses from 63 parental questionnaires were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils in writing
- the effectiveness of teaching in ensuring that it challenges all learners
- the effectiveness of leadership and management at all levels in overcoming barriers to engagement, in improving outcomes for pupils and in contributing to the school's improvement.

Information about the school

St John's is a smaller-than-average-sized primary school. Pupils are taught in four mixed-age classes, with added flexibility for more-able younger pupils to work with older pupils in mathematics. The percentage of pupils in receipt of free school meals is below the national average, as is the proportion of pupils identified as having special educational needs and/or disabilities. The proportion with a statement of special educational needs is in line with the national average. The percentage of pupils moving in and out of the school during their primary education is high.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

St John's is providing its pupils with a satisfactory quality of education. Some of its features are good, most notably the leadership of the headteacher, care, guidance and support, and provision in the Early Years Foundation Stage. The headteacher has ensured an excellent ethos where the care of pupils is paramount. As a result, pupils' behaviour is outstanding and their personal development good. This is evident in smiling faces and pupils' very positive attitudes to learning. Parents and carers are very pleased with what the school provides. As one parent commented, 'The school has supported my child extremely well and given me the support I needed to help him. The leadership is fantastic.'

Children enter the Early Years Foundation Stage with skills which are varied but generally in line with levels expected for their age. They get off to a good start, thoroughly enjoying all that is on offer and so fully develop their confidence and independence. They make good progress across the areas of learning so that most meet the goals expected of them on entry to Year 1. This rate of progress has improved since the previous inspection. Standards are in line with the national average by the end of Years 2 and 6. Pupils' achievement is broadly satisfactory. Although there has been some unsatisfactory achievement, particularly in writing at Key Stage 1, the school has worked hard to address this through more effective tracking and the introduction of a writing intervention programme. These initiatives are showing positive outcomes in terms of pupils' progress.

The satisfactory nature of outcomes in pupils' attainment, achievement and progress is the result of the variable quality of teaching. Overall, teaching is satisfactory. In the Early Years Foundation Stage and at the upper end of Key Stage 2, there is outstanding practice. In the most effective lessons, teachers' subject knowledge is good and teachers have high expectations of the standards that pupils should reach. Positive relationships foster good working attitudes so that pupils are keen to take part in lessons; they take their learning very seriously. In the less effective lessons, teachers do not always introduce lesson objectives successfully and these objectives are often couched in jargon which is difficult for pupils to understand. Planned activities do not meet the needs of the wide ability range in each lesson. Furthermore, tasks are not readily adapted if pupils do not respond as expected.

The curriculum is satisfactory and a range of out-of-lesson activities enhances pupils' enjoyment of school. Although attendance is average, most pupils attend regularly. Pupils' sound progress in acquiring basic skills, and the manner in which they embrace the opportunities for leadership and teamwork, all prepare them satisfactorily for their future.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The headteacher provides very good leadership. She is a strong presence in the school and her clear vision inspires commitment from all members of the school community. There is a strong sense of energy and enthusiasm, with staff working as a dedicated team for the benefit of the pupils. There are effective systems to collect information about individual pupil performance. This gives an accurate picture of pupils' achievement, enabling teachers to identify pupils who may be underachieving and provide them with additional support. The school provides a very cohesive community with positive and strong relationships throughout, but the school recognises that wider links, across the United Kingdom and globally, are currently underdeveloped. The school has identified key priorities for action in its school improvement plan, informed by effective systems to check the work of the school.

The school has good capacity for further improvement, in part because everyone shares the headteacher's ambitions for pupils and a willingness to work hard to make further improvements.

What does the school need to do to improve further?

- Improve achievement, particularly in Key Stage 1 and lower Key Stage 2, in reading, writing and mathematics, by ensuring the quality of teaching and learning is good or better through:
 - using more effective questioning techniques to develop pupils' thinking and reasoning skills
 - actively engaging pupils so that they achieve as well as they can
 - ensuring pupils thoroughly understand the learning planned for the lesson
 - matching learning tasks to each pupil's individual needs.
- Implement plans to raise pupils' appreciation of community cohesion beyond the immediate community.

Outcomes for individuals and groups of pupils**3**

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

- Pupils are aware of the importance of eating healthily and have a good understanding of how to keep safe. They enjoy doing jobs to help the staff, such as looking after playground equipment. Members of the school council take their role seriously in thinking about ways to improve the school. Pupils know that their contribution matters and take a lively interest in different places, people and customs.
- The school has worked hard to improve guidance to pupils, although some variability remains in the marking of pupils' work. Much is extremely useful to pupils but some does little to show them how they might do better. Some pupils are familiar with their learning targets, although this is not consistent across the school.
- The school enriches the curriculum well and uses visits to places of interest, including residential activities, to motivate pupils. The school is beginning to develop the curriculum to make it more interesting and relevant with stronger links between the subjects.
- The staff provide particularly strong pastoral care. They know and care for pupils and their families well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her deputy provide very clear direction. The leadership roles of all staff have been redefined and all are now being held accountable for the quality of provision in their areas of responsibility. School leaders have established a very positive climate for learning. This has resulted in pupils' excellent attitudes to their work, and in very secure relationships between teachers and pupils. Leaders have taken effective action to address weaknesses in pupils' achievement through rigorous tracking and interventions. As a result, improvements are beginning to take place, for example, in writing skills.

The school promotes equal opportunities satisfactorily in ensuring, for example, that pupils with special educational needs and/or disabilities participate fully and make the same progress in their learning as their classmates. There is a strong cohesive community within the school. However, senior leaders acknowledge that promotion of cohesion within the wider community is at an early stage. Overall provision for community cohesion is satisfactory.

The governing body is supportive of the school and in many respects holds the school accountable for its actions, but it does not always challenge the school sufficiently in its role as a critical friend. Due care is taken to ensure pupils are safe. There were, for example, effective procedures for ensuring the safeguarding of pupils through the checks made on all adults who worked in the school at the time of the inspection.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

The effectiveness with which the school deploys resources to achieve value for money	3
---	----------

Early Years Foundation Stage

Children prosper in the Early Years Foundation Stage in response to a very well-organised learning environment. The transition process into the nursery is excellent. Children’s needs are identified very quickly through a combination of partnership working and home visits. As a result of good teaching, secure assessment procedures and an interesting curriculum, children make good progress. Staff use exciting and plentiful resources to plan a good balance of adult-led and child-initiated activities to develop children’s self-confidence and independence. Children are happy in their activities and sometimes display sustained levels of attention. This is true during small group work when they explore and reinforce their knowledge of letters and sounds. In some cases, children make particularly swift gains, picking up letter patterns very quickly. Outdoor learning has been much improved, targeting early mathematical and literacy skills as well as the opportunity for social and physical development. The team is very well led by the team leader, who has an excellent grasp of how to improve provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaires are positive about the work of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John's Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	63	23	37	0	0	0	0
The school keeps my child safe	36	57	25	40	0	0	0	0
The school informs me about my child's progress	35	56	25	41	1	2	1	2
My child is making enough progress at this school	32	51	27	43	2	3	1	2
The teaching is good at this school	37	59	24	38	1	2	1	2
The school helps me to support my child's learning	35	56	25	41	1	2	1	2
The school helps my child to have a healthy lifestyle	32	51	28	44	2	3	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	43	29	46	2	3	1	2
The school meets my child's particular needs	0	49	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	31	49	23	37	6	10	2	3
The school takes account of my suggestions and concerns	30	48	25	40	3	5	1	2
The school is led and managed effectively	36	57	21	33	2	3	1	2
Overall, I am happy with my child's experience at this school	36	57	22	36	4	6	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 March 2010

Dear Children

Inspection of St John's Primary School, Enfield EN2 9BD

Thank you for welcoming us so warmly to your school and chatting to us about all you do. We really enjoyed our visit. I particularly enjoyed the chance to have lunch with you and talk to so many of you during the two days. I am writing this letter to tell you what we found out about your school.

You attend a satisfactory school. These are the things we liked about it:

- Your behaviour is excellent and you concentrate hard in lessons. You enjoy your work, and some of you want to do even more writing and mathematics than you do already! You are kind and friendly to others and make visitors to your school feel very welcome.
- You make satisfactory progress and reach standards that are in line with those in most other schools.
- The headteacher, governors and other staff work effectively together to make your school a safe and a place to learn well in. They are working hard to make it even better.

We have asked your school to improve a number of things to make it even better.

- Make sure that you all get even better at reading, writing and mathematics by, for example, asking you lots more questions to test out what you know, and by finding different ways to involve you all more in lessons, using different practical activities.
- Make sure that you all have the chance to find out more about communities in the United Kingdom and the wider world.

Remember, you can help to make your school even better by continuing to work hard and by coming to school regularly.

Yours sincerely

Kekshan Salaria

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.