

St John's Church of England Primary School

Inspection report

Unique Reference Number	103704
Local Authority	Coventry
Inspection number	336135
Inspection dates	16–17 September 2009
Reporting inspector	Gerald Griffin

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mrs Sally Pike
Headteacher	Mr Andrew Brown
Date of previous school inspection	15 May 2007
School address	Winsford Avenue Allesely Park Coventry CV5 9HZ
Telephone number	024 766 74092
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INTRODUCTION

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with groups of pupils, staff, the governors and some parents. They observed the school's work, looked at progress records, teachers' lesson plans, school improvement plans, policies, reports, 44 pupils' questionnaires, 20 staff questionnaires and 94 parents' questionnaires.

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

- the attainment, progress and achievement of boys and girls in the different areas of learning in the Early Years Foundation Stage
- the progress of pupils in Key Stage 1 and in writing and mathematics at Key Stage 2
- the progress of higher attaining pupils
- the effectiveness of leaders' plans to accelerate progress and secure good achievement through improvements to the quality of teaching and learning.

INFORMATION ABOUT THE SCHOOL

This is a smaller than average school. Most pupils are from White British families and the remainder are from a mixture of other ethnic backgrounds. The proportion of pupils who do not speak English as their first language is well below the national average. None of them are at the early stages of acquiring the language. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school's Early Years Foundation Stage provision comprises a Reception class. The on-site after school Ewe Club is managed by the governing body. There have been several changes of headteacher and some staffing difficulties over the past three years. The current headteacher has been in post for 12 months. The school has recently gained the Platinum Sing Up award.

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

3

Main findings

St John's Church of England Primary is a satisfactory school and it is improving. These are the key features of the school.

- Attainment is average and achievement is satisfactory.
- The progress of children in the Reception class is good.
- The overall progress of pupils is satisfactory and improving across the school. This is evident in Year 6 where progress is good.
- Pupils feel very safe in school and their behaviour is good. Their high attendance is testimony to their thorough enjoyment of school.
- Teaching is satisfactory and there are many signs that it is getting better.
- The curriculum is satisfactory. It has several strengths including provision in music and the way it supports pupils' personal development.
- Pupils are well cared for and those with special education needs and/or disabilities and vulnerable pupils receive good support.
- Parents are very happy with the quality of education the school provides and are pleased with the way it is improving under the new headteacher.
- Leadership and management are satisfactory.

The school has been through a difficult period during which progress slowed and standards of attainment fell. Past weaknesses in teaching and aspects of management are being successfully addressed and progress has accelerated over the past year. These successes demonstrate the school has a satisfactory capacity to improve further. There are three key areas in which the school can improve.

- Pupils do not make good progress in every lesson because the work teachers provide does not ensure that all pupils, especially those who are more able, work really hard.
- Marking and other feedback does not always show pupils how they can make their work better to quicken their progress.
- Some leaders are new and are not yet fully accountable for standards in their areas of responsibility because they are not monitoring work closely enough.

What does the school need to do to improve further?

- Secure a consistently good or better rate of progress in lessons by ensuring

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work consistently matches the needs of different groups and especially higher attaining pupils, so that they are fully stretched.

- Improve the guidance given to pupils on what they need to do to improve their work and to accelerate their rate of progress.
- Ensure all leaders rigorously check performance and are fully accountable for standards in their areas of responsibility.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement, including those with special educational needs and/or disabilities is satisfactory. Children enter school with skills and knowledge at the levels expected for their age. Last year children made good progress in Reception to reach standards that were above average. Pupils in Year 6 who left school in July 2009 reached average standards of attainment.

The progress of girls in Key Stage 2, which has been slower than the boys in the past three years, has accelerated and is now similar to that of the boys. This is because teachers plan work that especially appeals to girls. The small number of pupils who do not speak English as their first language also makes similar progress to their peers. Their skills and confidence in using the language quickly develop because adults plan learning programmes that meet their needs effectively.

Progress is improving and this is most evident in science, reading and in the speed and accuracy of pupils' mental arithmetic skills. Writing in different styles and calculating in mathematics are relative weaknesses in pupils' work across the school.

Pupils feel very safe in school. Bullying is extremely rare and any cases are quickly and effectively dealt with by the staff. Pupils take great care to keep each other safe in the playground and when they move around the school. They understand clearly how to keep themselves safe, for example on the internet. They really enjoy all aspects of school which is why their attendance is high. One Year 6 pupil summarised the views of her peers when she said, 'we do not want to stay at home because we love our lessons, trips out and meeting friends'.

Most pupils take plenty of exercise and choose a balanced diet and have a well developed understanding of the need to maintain a healthy lifestyle. Many pupils have some responsibilities in school, for example as monitors or as members of the school council. This council has become more active recently and pupils are increasingly able to take part in decisions about school life, the curriculum and learning. Pupils very generously collect for charity and take part in many local and church events. While pupils have positive attitudes towards learning, their

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preparation for secondary school and future employment is satisfactory because their skilful use of information and communication technology and their writing skills are not yet consistently good.

The school's supportive and stimulating Christian atmosphere enables pupils to develop into mature young people and their spiritual, moral, social and cultural development is good. They reflect maturely on their feelings and those of others. Pupils have a clear understanding of right and wrong which underpins their good behaviour. Occasionally they become distracted and fidget when the work they are given does not fully stretch them. Their good understanding of the diversity of British culture is because many of them meet and work with their peers from a wide range of backgrounds in sports events and musical festivals. Pupils have a deeply founded respect for others who have different backgrounds to themselves.

These are the grades for pupils' outcomes

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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There are many signs that teaching is improving. Relationships in class are positive and pupils are keen to learn because lessons are interesting and relevant. Teachers are making good use of the new interactive white boards to engage pupils and extend their learning. The many opportunities that pupils have to clarify their understanding and extend their ideas in small group discussions are helping to accelerate their progress. Teaching is not yet consistently good because in some

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

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classes the work does not challenge different groups of pupils well enough to ensure that they make good progress. This is especially so for more able pupils who sometimes find their work too easy. Occasionally teachers talk for too long which means pupils lose concentration. Teaching assistants make a valuable contribution to learning, especially for pupils with special educational needs and/or disabilities.

Teachers' improving use of the school's detailed tracking data to plan challenging work is helping to accelerate progress. Older pupils have a good understanding of their standards and many of them know their challenging targets too. Marking and other feedback does not always provide pupils with specific advice about what they need to do next to make their work better and improve their progress further.

The curriculum supports aspects of pupils' personal development well. For example, lively school assemblies provide many opportunities for pupils to reflect on their feelings and beliefs. The school is rightly proud of its musical tradition. Pupils have good opportunities to learn to play a musical instrument, perform in orchestras and sing in the choir. The curriculum is satisfactory rather than good because pupils do not get enough practice in writing in different styles and in calculating. The school is taking appropriate action to improve provision in information and communication technology, which is currently satisfactory. The many out of school visits, sports and other clubs on offer raise pupils' aspirations and extends their horizons. The after school Ewe club provides a good range of educational, sports and recreational activities that pupils enjoy.

Staff use their detailed knowledge of each pupil well to provide a good standard of personal care. Pupils are confident that they can approach an adult with a problem, knowing their concern will be quickly and effectively resolved. The school assesses the needs of pupils with special educational needs and/or disabilities and its small number of vulnerable pupils very carefully. It provides them with effective support that enables them to take full part in school life and make similar progress to their peers. Adults in the Ewe club provide a good standard of care for children and pupils. The club is secure and provides pupils with a good range of healthy drinks and appetising snacks.

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
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's drive to improve the school further is expressed clearly and is

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enthusiastically shared by staff. The school expects its pupils to make good progress and sets challenging targets for them to attain. The headteacher receives good support from his deputy and their detailed monitoring and evaluation ensures the school has a largely accurate picture of its strengths and areas for improvement. Leadership overall is satisfactory rather than good because some of the other leaders are new and are just starting to check standards of work in their areas of responsibility. This means they are not yet fully accountable for improvements. The school's priority to improve teaching is appropriate and its plans are proving effective. For example, training has significantly sharpened the teaching skills of staff in the Reception class so that these children now make good progress across all areas of learning. The school's system for regularly checking each pupil's progress is rigorous. If any pupil's progress slows, the school quickly provides them with effective additional support so that they can catch up missed work.

Governance is satisfactory. The governors work hard on behalf of the school and their developing understanding of data means they are beginning to challenge the school robustly over the quality of education it provides.

Strong links with other schools and support services promote pupils' education and welfare well. For example, following concerns the school had about the slow progress of a small number of insecure pupils, who were potentially vulnerable, behaviour experts trained staff so that they can provide this group with specific support. This help is proving effective because checks show these pupils are gaining confidence, feel safe and are making similar progress to their peers.

The school is thoroughly committed to equal opportunities. The inconsistencies in the progress of more able pupils mean that some policies are not yet entirely effective and that this area of the school's work is satisfactory. Measures to improve access for disabled pupils, so that they can take a full and active part in school life, have been successful.

Pupils are very safe in school. The checks made on adults working at the school are robust. The governors regularly review policies and ensure that they are up to date. The school is a happy and harmonious society.

The school is active in the local community, especially through the church. It has clear plans to develop its work within the local community further and to promote more links with schools and communities abroad. The school's promotion of community cohesion is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the	3

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school so that weaknesses are tackled decisively and statutory responsibilities met	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Reception class with skills and experiences at the expected level. They make good progress to reach standards that are above average by the time they start Year 1. Progress by boys and girls is similar and this is best in reading and writing. The well-structured induction procedures ensure children settle quickly into the routines of school. Children are very well cared for and parents appreciate the regular detailed feedback they receive from staff about their child's progress. Children are extremely safe in the classroom and outdoor learning area. Most really enjoy school. Children behave well and are polite to each other and to adults. They work happily with their peers, readily helping each other and sharing resources. Their personal development is good.

Teaching is good in the Early Years Foundation Stage. Lessons are interesting and lively and challenge children well. There is an appropriate balance of adult-led and child-chosen activities to promote learning. Occasionally adults miss opportunities to ask children to think about the quality of their work and say how it can be improved. The outdoor learning area is used well but equipment is not always clearly labelled to promote reading. Leadership is good and has improved over the past year. Assessment is rapidly improving and helping staff to plan accurately children's next steps and to promote their progress. Adults from the Ewe club liaise effectively with Early Years Foundation Stage staff so that they can provide children in their care with work that extends their learning.

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

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Views of parents and carers

Parents are overwhelmingly positive about the school. Most are very pleased with welfare arrangements and the support their children receive. One wrote, 'the school has a fantastic family feel and a warm welcoming environment'. Parents agree that their children enjoy school and that they are kept very safe. Nearly all parents feel the school makes good efforts to help pupils maintain a healthy lifestyle.

A small number of parents have concerns about unsatisfactory behaviour. Inspectors found behaviour to be exemplary in assembly, in the dining room and corridors and good in classrooms. Teachers successfully challenge misbehaviour and it rarely interrupts the flow of the lesson. A few parents worry that their child does not always make good progress in lessons. Inspectors agree with this concern but found that progress is rapidly improving and is now consistently good for the younger children and some older pupils.

Parents feel they are well informed and that the school responds quickly to their concerns. As the report shows, inspectors agree with the positive views of parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John's Church of England 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 12 statements about the school.

The Inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	67%	25	27%	4	4%	0	0%
The school keeps my child safe	69	73%	24	26%	0	0%	0	0%
The school informs me about my child's progress	36	38%	47	50%	8	9%	0	0%
My child is making enough progress at this school	44	47%	37	39%	8	9%	2	2%
The teaching is good at this school	50	53%	37	39%	0	0%	0	0%
The school helps me to support my child's learning	39	41%	45	48%	5	5%	0	0%
The school helps my child to have a healthy lifestyle	45	48%	46	49%	1	1%	0	0%
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)	38	40%	45	48%	2	2%	0	0%
The school meets my child's particular needs	41	44%	44	47%	5	5%	0	0%
The school deals effectively with unacceptable behaviour	42	45%	44	47%	3	3%	0	0%
The school takes account of my suggestions and concerns	40	43%	44	47%	3	3%	0	0%
The school is led and managed effectively	46	49%	41	44%	2	2%	0	0%
Overall, I am happy with my child's experience at this school	56	60%	35	37%	2	2%	0	0%

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 all 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

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 pupils' 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 September 2009



Dear Children and Pupils

Inspection of St John's Church of England School, Coventry CV5 9HZ

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially liked listening to your enthusiastic singing in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. We think St John's is a satisfactory school and that it is improving. Here are some of the things we found out.

- You make a good start to school in the Reception class.
- Satisfactory teaching helps you make satisfactory progress in your lessons.
- Standards of attainment are average in English, mathematics and science.
- You really enjoy school and feel very safe and secure.
- Your attendance is very high and your behaviour is good.
- You have good relationships with your teachers and you try hard for them.
- The curriculum provides you with exciting clubs and visits, which you enjoy.
- Adults look after you well and are always ready to help you.
- The headteacher and staff are working hard to make the school gets better.

We have asked the school to do three things to help you do even better in your learning.

- Make sure teachers keep those of you who find learning easier working hard so that you make better progress.
- Tell you precisely what you need to do to improve your work and make your progress better.
- Make sure the headteacher gets plenty of help from the other leaders to improve your learning in different subjects.

You can help the school by continuing to try your best in lessons and behaving well.

We wish you all success in the future.

Yours faithfully

Gerald Griffin
Lead inspector
(on behalf of the inspection team)

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