

# St John Fisher Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103713
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	336136
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Marian Harker HMI

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

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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 of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father R Wright
<b>Headteacher</b>	Mrs Denise Mooney
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	Kineton Road Wyken Coventry
<b>Telephone number</b>	02476 443333
<b>Fax number</b>	02476 650236
<b>Email address</b>	admin@st-johnfisher.coventry.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 20 lessons; saw 17 teachers and held meetings with parents, groups of pupils, key partners, staff and the Chair of Governors. Inspectors observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress, local authority review documentation, the school improvement plan and the safeguarding of pupils. Inspectors looked at pupils' work and analysed the responses of 162 parental questionnaires.

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

- current attainment and rates of progress and the quality of pupils' learning, particularly in writing
- the effectiveness of teaching in securing good progress
- the effectiveness of assessment procedures
- how well leaders and managers at all levels secure school improvement.

## Information about the school

There have been a number of changes in teaching staff since the last inspection including the appointment of a new headteacher in April 2009. The proportion of pupils known to be eligible for free school meals is 13%. The proportions of pupils with special educational needs and/or disabilities or from minority ethnic groups are lower than average. Most pupils are from White British heritage. The school has achieved the Eco-School award and Healthy School status. There is privately run childcare provision on the school site.

**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 Fisher is a satisfactory and rapidly improving school. Good partnerships and links with parents clearly reflect the school's values and aims: 'To live, love and learn in our caring community.' Parents are very positive about the school and say such things as: 'The school goes over, above and beyond to support children and their families.' Behaviour is outstanding and pupils have an excellent understanding of how to keep themselves safe. The curriculum is carefully planned to meet the needs and aspirations of the pupils. However, there are not enough planned opportunities for pupils to extend their writing skills in different subjects and this has resulted in slightly lower attainment in writing. A wide range of extra-curricular and enrichment opportunities are offered, including choir, residential trips and a range of sporting activities. Participation rates are high and this enhances pupils' personal development.

Children join the school with starting points that are broadly in line with those expected for their age. In the Early Years Foundation Stage children make satisfactory progress in most areas of learning and good progress in developing their social skills. Most pupils and groups represented within the school make satisfactory progress. Some groups make good progress and this has resulted in attainment that is above national averages in English, mathematics and science by the end of Year 6. Pupils with special educational needs and/or disabilities make satisfactory and sometimes good progress due to the diligent care and support they receive. During the inspection the majority of lessons were judged to be good, although this good teaching has not yet fully impacted on pupils' progress over time. Teachers involve the pupils in interesting activities that encourage them to talk about their work and enjoy their learning. On occasions, teachers are not as focused as they should be on checking the progress pupils are making during the lesson. As a result, pupils are not always clear about what they need to do to improve their work further.

The new headteacher provides good, clear and dedicated leadership which has enabled the whole school community to move forward. She is developing a strong team with a common purpose who are beginning to be more involved in monitoring the school's effectiveness. School improvement planning and self-evaluation are secure but the school improvement plan is not sufficiently linked to raising achievement. The recent improvements in the quality of teaching, the rise in standards at the end of Key Stage 2 since the last inspection and the strong leadership of the headteacher all contribute to a satisfactory capacity to improve further.

## What does the school need to do to improve further?

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- – Raise achievement so that it is consistently good or better, particularly in writing by:
  - ensuring that the quality of teaching is consistently good or better
  - ensuring that all teachers employ a wider range of assessment strategies, including marking, so that pupils know how well they are doing and what they need to do to improve further
  - increasing opportunities for writing across the curriculum, including in the Early Years Foundation Stage.
- Develop leadership expertise across the school and ensure leaders at all levels, including the governing body contribute to school improvement, by:
  - improving the quality of school improvement planning so that it includes measurable milestones directly related to raising achievement and clear lines of accountability for monitoring and evaluation
  - ensure that leaders have the skills and opportunities to monitor and evaluate the work of the school to secure improvement.
- 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**

The overwhelming majority of pupils report that they enjoy coming to school. As a result, attendance is improving and fewer pupils are persistently absent. Pupils typically report that they are proud of their school and they feel a strong sense of community. They are polite, considerate and very caring towards each other. For example, Year 1 pupils are partnered with children entering the Early Years Foundation Stage to help them settle into school life. Playground buddies and play leaders make sure that there is always someone to play with or resolve any problems. Recent charity fundraising undertaken by the pupils has supported the purchase of mosquito nets and an educational scholarship for children in Africa. All of these positive features contribute to pupils' feeling extremely safe and making a positive contribution to the school.

As pupils move through the school their rates of progress in reading, writing and mathematics are variable. In some year groups, notably at the end of Key Stage 1 and in upper Key Stage 2, progress is good. Although the quality of teaching has recently improved learning is not consistently good across the school. Better quality teaching has led to an upward trend in attainment since the last inspection and by the end of Year 6 pupils achieve significantly above national averages in English, mathematics and science. Although there are some slight variations, boys and girls generally achieve above average standards, as do the very small minority of pupils from minority ethnic groups.

Pupils enjoy their learning and collaborate happily in pairs and groups. They sustain their concentration well. In the best lessons observed, pupils enjoyed opportunities to

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discuss their learning, participate in practical activities and make their own assessments about how well they had done. Routines are very well established in classrooms and respected by pupils. Pupils' secure ICT skills help them prepare well for the future. Pupils' moral and social development is a strength of the school. Pupils have a clear understanding of right and wrong and they are considerate of each other's needs. The strong Catholic ethos permeates all aspects of school life and contributes to pupils' good spiritual development. Strong links with the local church community increase pupils' awareness of religious concepts such as faith and belief, and reinforces the school's values. Although the school seizes all opportunities for pupils to develop an appreciation of the wide range of cultures and faiths that make up British society, this aspect of their understanding is relatively less well developed.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Lessons are well planned, using up-to-date assessment information. Teachers use technology with confidence to make learning interesting. In stronger lessons observed, teachers use carefully selected questions to move on pupils' learning or encourage

<sup>1</sup> 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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pupils to assess their own progress. Pupils' work is regularly marked and assessed by teachers. In the best examples, pupils are given clear guidance how to improve their work and asked to complete short tasks to consolidate their learning. This good practice is not yet consistent across the school.

The curriculum has a good balance and breadth across subjects. The use of specialist teachers for information and communication technology (ICT), music, modern foreign languages and physical education enhance pupils' learning and enjoyment.

Opportunities to develop ICT skills across different curriculum areas are at an early stage of development.

Care, guidance and support are strong features in the school and this is endorsed by the positive response in the very large majority of parents' questionnaires. Case studies provided by the school show successful outcomes for pupils as a result of timely and effective intervention and liaison with outside agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher leads by example in setting out and sharing her vision. She is guiding the senior team towards building a stronger capacity to make the necessary improvements. Leaders and managers at all levels have attended appropriate training and this has enhanced their contribution to school improvement. All staff are now involved in the evaluation of the school's provision and there is a clear sense of ownership of the school's priorities. School improvement planning is detailed but is not sharply focused on raising achievement and does not have clear lines of accountability for monitoring and evaluation. The quality of teaching is regularly monitored and helpful feedback given to teachers to improve their performance.

Governors have a clear understanding of their roles and responsibilities. The school has well developed safeguarding systems and works effectively with outside agencies to promote the well-being of pupils. The school ensures that pupils' safety and security are a high priority. The school makes a strong contribution to promoting community cohesion through its work with the local community, the Catholic Partnership and a range of overseas links. The headteacher and Chair of Governors ensure that equal opportunities are promoted effectively. The performance of different groups is carefully tracked and action taken to remedy any areas of concern.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make satisfactory progress through the Early Years Foundation Stage because they are appropriately supported in their learning. As a result they reach the levels expected for their age by the end of Reception. Teachers and classroom assistants use assessment suitably to plan adult led activities that will stimulate and encourage learning. Child-initiated activities sometimes lack clarity of purpose and challenge, particularly for the more able children. Opportunities are also sometimes missed to reinforce vital basic skills such as writing. Social skills are particularly well developed and as a result behaviour is outstanding. The outdoor environment is large and well-equipped but underused. Children are well supervised, safe and receive a good level of care from the staff.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers



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Parents express very positive views of the school. The vast majority of parents who responded to the questionnaire and met with inspectors agreed that their children enjoy school. A very small minority of parents commented that they would like the school to take more account of their suggestions or concerns. The inspection team found that the school has an open door policy and has acted on a number of concerns recently raised by parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John Fisher Catholic 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	53	71	44	5	3	0	0
The school keeps my child safe	108	66	55	34	0	0	0	0
The school informs me about my child's progress	63	39	92	56	7	4	1	1
My child is making enough progress at this school	74	45	85	52	4	2	0	0
The teaching is good at this school	92	56	70	43	1	1	0	0
The school helps me to support my child's learning	73	45	85	52	5	3	0	0
The school helps my child to have a healthy lifestyle	73	45	85	52	5	3	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)	63	39	97	60	3	2	0	0
The school meets my child's particular needs	70	43	89	55	4	2	0	0
The school deals effectively with unacceptable behaviour	64	39	91	56	7	4	1	1
The school takes account of my suggestions and concerns	54	33	100	61	9	6	0	0
The school is led and managed effectively	75	46	84	52	2	1	2	1
Overall, I am happy with my child's experience at this school	83	51	79	48	1	1	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 April 2010

Dear Pupils

Inspection of St John Fisher Catholic Primary School, Coventry, CV2 3NR

Thank you so much for your warm welcome when we visited your school this week. We thought you would like to know the outcome of the inspection and what we thought the school could do to become even better.

You go to a happy, welcoming school that is satisfactory and rapidly improving.

The standards reached by pupils at the end of Year 6 have improved since the last inspection.

Your behaviour is excellent and you have a really good understanding of how to keep safe.

Your school council, buddies and play leaders do a really good job on your behalf.

Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher, senior staff and governors to do the following things.

Make sure you all do as well as you can in all subjects, but particularly in writing.

Ensure you have more opportunities to practice your writing in different subjects.

Ensure all your lessons are good, and you are given clear advice on how to improve your work further.

All leaders in your school, and the governors, should help the school by having a plan with clear targets for improvements and have regular opportunities to check thoroughly how well things are going.

Thank you for your comments on the pupil questionnaire. We agree with you that it would be helpful to have more information on how well you are doing. I am sure you will help the school by always doing your best and by not taking any time off school.

Yours sincerely

Marian Harker

Her Majesty's Inspector

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