

# St John's CofE Primary School, Dukinfield

## Inspection report

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<b>Unique Reference Number</b>	106228
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336638
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Bernard Jones

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Nuttal
<b>Headteacher</b>	Mrs V Hewitt-Lee
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Westmorland Avenue Dukinfield Cheshire SK16 5JA
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 14 lessons, where eight different teachers were observed. In addition, samples of pupils' work were scrutinised. The inspectors held meetings with governors, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work and looked at the data on pupils' performance, development plans and records of the school's own monitoring of its performance. The responses to 66 parents' and carers' questionnaires were considered, alongside responses from staff and pupils.

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

- how carefully teaching is judged in terms of raising achievement
- how well middle managers use tracking data to check the impact of their work and ensure the needs of different groups of pupils are met
- how effectively cross-curricular provision is driving up standards in English, mathematics and information and communication technology
- how far the school has made progress in teaching pupils to become independent learners.

## Information about the school

This is an average sized school. The large majority of pupils are White British. There is a small number of pupils from minority ethnic backgrounds, and a very few who are at an early stage in learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number of pupils known to be eligible to free school meals is below average. The school has the Healthy School award, the Active Mark and the Eco Silver 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that gives good value for money. Pupils enter Year 1 with attainment that is broadly average and leave Year 6 above average, reflecting good progress. The overall skills of pupils on entry to the nursery are broadly in line with expectations for their age. Children in the Early Years Foundation Stage benefit from recently improved provision and achieve well. Parents and carers appreciate the school's strong values. In particular they approve of the positive approaches taken to ensure pupils behave well and develop good relationships with each other and with adults, in what they describe as 'the extended family of St John's'. They also value the safety and security provided and their support is reflected in pupils' above average attendance figures.

Teachers use assessment effectively to inform their good teaching and ensure that pupils make good progress. Teachers know their pupils very well. Any who are in danger of underachieving are identified quickly and then given additional support, often on a one-to-one basis. However, not all teachers use the good knowledge they have about their pupils to plan formally and precisely what they expect pupils of different abilities to achieve in their lessons. There is some excellent use of information and communication technology (ICT) as a teaching aid to enhance pupils' learning. In the best lessons, teachers promote pupils' use of literacy, numeracy and ICT skills in subjects across the curriculum. However, this is rarely planned formally and is an area of weakness in some classes. Pupils know well how to live healthily and have a good understanding of how to live safely. The good provision for spiritual, moral, social and cultural development has a clear impact on pupils' positive behaviour and is seen in the way they make a good contribution to the school and local community. A school audit recognises that there is still further work to do in developing pupils' understanding of the global community.

The school has good capacity to improve further. The excellent lead given by the headteacher ensures that good quality systems are in place to secure continued improvement. Past weaknesses in teaching have been successfully tackled. Previous satisfactory achievement and average standards have improved significantly. The school's self-evaluation is accurate. Leaders and governors know well the school's strengths and weaknesses. Good planning to secure further improvement carries the full support of staff, pupils, parents and carers.

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

- Improve the quality of teachers' planning by:
  - ensuring that all teachers show clearly what they expect pupils of different

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abilities to learn in their lessons

- requiring teachers to plan more explicitly to develop skills in literacy, numeracy and information and communication technology in subjects across the curriculum.
- Improve the promotion of community cohesion by:
  - evaluating the impact on pupils about what is currently taught about living in the wider community
  - ensuring that pupils understand more clearly their place in the global community
  - developing the links being established with other communities.

**Outcomes for individuals and groups of pupils****2**

When pupils' personal development and their achievement are taken together, the overall outcomes are good. Good classroom strategies ensure that pupils listen carefully and quietly to their teachers. However, when given the chance to share their learning with their 'talking partners', classrooms come alive with a buzz of conversation as pupils cooperate as independent learners in pairs and groups to solve problems and compare their answers. Their good and often excellent behaviour, and their positive attitudes impact well on the quality of learning in classrooms. As a result, all pupils including those with special educational needs and/or disabilities and those learning English as an additional language enjoy their work, make good progress and achieve well.

Year 6 pupils have demonstrated a trend of steady improvement since the last inspection to produce above average standards, reflecting good levels of achievement through the school. The achievement of pupils currently in year 6 is good too and standards remain above average. Pupils develop a good range of basic academic skills in English and mathematics and ICT. Some staff make particularly good use of these basic skills to enhance pupils' learning, particularly through applying them in other subjects. However, this good practice is not evident in all classrooms.

Pupils have a good understanding of right and wrong. They are trusted to take responsibility in the classroom and at play, and relish the opportunities to do so. Pupils are open, welcoming and confident with visitors. The school council plays an active role in putting forward ideas and makes a positive contribution to the school community.

*These are the grades for pupils' outcomes*

<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall and some is outstanding. Teachers manage their classes very effectively so that little time is lost, pupils are fully engaged, and excellent relationships are engendered. This means that pupils are very productive when set to work independently. In general, teachers plan their lessons carefully, capitalising on their knowledge of their pupils' strengths and weaknesses. Data about pupils' attainment and progress are used well and carefully to check pupils' achievement regularly and ensure that all pupils make good progress. In most teaching, lessons are planned so that teachers are clear about what will be achieved by pupils of differing ability. This is not always the case and is a weakness that, when it occurs, leaves some pupils insufficiently challenged and others at a loss about how to proceed. Teachers' marking of work is precise and informative and relates well to pupils' targets. Pupils know how well they are doing and are clear about the next steps they need to take to improve further. Individual pupils' targets for improvement are used effectively and are appropriately challenging. As a result, pupils are keen to succeed and improve. Teaching assistants play a valuable part in lessons, particularly in supporting pupils who may have extra educational or social needs.

The good curriculum has benefited from recent changes that have brought further enjoyment to pupils' learning. On occasion, it provides outstanding opportunities for pupils to benefit from rich learning experiences. Its impact is seen in pupils' good levels of achievement and their commitment to and enjoyment of their learning. Where teachers plan carefully, good opportunities are taken to promote basic skills in literacy, numeracy and ICT in other subjects, but this is not the case in all teaching. The positive

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partnerships developed with other schools and agencies enhance the curriculum. They help to provide a wide range of additional activities in sports, art, drama, dance and residential opportunities. Additional visits to places of interest and visitors to the school extend well the learning opportunities for pupils.

The effective links between the school and outside specialists, coupled with the school's own good quality care, guidance and support ensure pupils' well-being and general good development. As a result, the few pupils learning English as an additional language, those with special educational needs and/or disabilities and other vulnerable pupils feel secure and, along with their peers, make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 makes an outstanding contribution to the success of the school, based on her clear vision and determined drive for improvement. She is helped effectively by senior staff and all teachers with management responsibilities. They lend their full support and contribute effectively to monitoring and evaluating the quality of teaching and learning and its impact on raising pupils' achievement in their subjects. For example, effective work in tackling previous weaknesses in writing have raised standards significantly. Targets are set at individual, group, class and whole school levels. They are challenging and aspirational. Pupils are successful and the school has a good record of exceeding its targets. Morale is very high. The school knows well its strengths and where it needs to improve further because self-evaluation is based firmly on measuring the impact of changes on pupils' progress and the quality of education provided. The result is a successful school where pupils' achievement is good. Productive partnerships with other schools ensure a flow of expertise into and from the school. The provision for community cohesion does not impact fully on developing pupils' understanding of global issues. However, there are strengths in the provision which are reflected in the way pupils from different backgrounds interact positively. This ensures a harmonious and caring atmosphere in and around the school. There are good procedures to ensure equal opportunities for pupils in all aspects of their school life and the school is assiduous in tackling any form of discrimination. Governors support the school well, challenge the leadership effectively and ensure a balanced budget. Safeguarding procedures are good and meet government requirements. They are backed up by a comprehensive range of policies and are successful in creating a safe

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and secure environment where pupils flourish.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Leadership and management are good and staff work well as a team to ensure that children make good progress. Additional adults provide good support, particularly in helping children with special educational needs and/or disabilities, and other vulnerable children. On entry, children's skills vary among different year groups and across the six areas of knowledge. Currently, the majority are broadly in line with expectations for their age, but with some weaknesses in language and number skills and aspects of personal development. The good links with parents and carers as well as the good level of care, guidance and support provided, help children settle quickly and make the transition from Nursery to Reception and on to Year 1 with ease. Children feel safe and parents and carers are confident that their children are safe and secure.

The curriculum is planned well to give a clear structure to children's learning. Planning is undertaken conscientiously and reflects the staff's good knowledge and understanding about how young children learn. As a result, children enjoy their learning. For example, during a session to engage children in speaking and listening, they experimented with filling different receptacles with coloured water while describing what was happening. One boy described the volcano he was producing where lava was 'exploding' over the side. They were fully engaged in exciting, worthwhile and purposeful activities that pushed the boundaries of their understanding and vocabulary.

Procedures for assessing children's progress are effective and each child's development



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is assessed and recorded regularly. However, systems to match children's needs to the activities planned and plan the next steps in children's learning are not embedded and require further development. Teachers ensure that there are plenty of opportunities for children to make choices with a good balance of activities that are adult and child-initiated, both indoors and outdoors. Improvements in provision generally, along with a strengthening of the teaching staff, have led to an improvement in the quality of learning. As a result, by the end of the Reception Year, children are now attaining levels expected for their ages in areas of previous weakness and many have skill levels above expectations.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Around one third of parents and carers returned the questionnaire. The very large majority are supportive of the school, as are those who met the inspectors. Parents and carers, apart from a very small minority, say they are aware of their children's progress and are satisfied with their children's achievement. They praise the school for the ways in which children enjoy school and learn how to behave and respect other people. The comment, 'The staff maintain high expectations of children's behaviour and attendance and it is a lovely friendly school, which brings out the best in your child' sums up many of the sentiments expressed to inspectors. Parents and carers are satisfied that their children are kept safe. A very small minority expressed concerns about individual incidents of bullying. The inspectors found that pupils are well cared for and judge that the school takes a very serious view about bullying. They judge that there are good procedures to teach pupils about inappropriate behaviour and good systems for dealing with any bullying that may take place.

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

Ofsted invited all the registered parents and carers of pupils registered at St John's CofE Primary School, Dukinfield 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	73	17	26	1	2	0	0
The school keeps my child safe	51	77	13	20	1	2	0	0
The school informs me about my child's progress	35	53	30	45	0	0	1	2
My child is making enough progress at this school	34	52	29	44	0	0	1	2
The teaching is good at this school	45	68	19	29	0	0	1	2
The school helps me to support my child's learning	39	59	25	38	0	0	0	0
The school helps my child to have a healthy lifestyle	38	58	25	38	2	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)	42	64	21	32	2	3	0	0
The school meets my child's particular needs	41	62	21	32	0	0	0	0
The school deals effectively with unacceptable behaviour	41	62	20	30	4	6	1	2
The school takes account of my suggestions and concerns	38	58	24	36	2	3	0	0
The school is led and managed effectively	44	67	20	30	0	0	0	0
Overall, I am happy with my child's experience at this school	46	70	18	27	0	0	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.**



8 July 2010

Dear Pupils

Inspection of St John's CofE Primary School, Dukinfield, Dukinfield, SK16 5JA

Thank you for being so welcoming and friendly when my colleagues and I inspected your school. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. It was a pleasure to hear your enthusiastic singing during assembly time and to join you in the playground and listen to your positive comments about why you enjoy your school as much as you do.

Your school helps you in learning to live healthily and eat a balanced diet. Your teachers are good at ensuring that you feel safe and that you know how to live safely. You take responsibility willingly, as reflected in your work on the school council, and how well you are taught to take a pride in your surroundings. The high quality displays in corridors and classrooms make the school a pleasure to be in. You all get on well together and work so hard because the school teaches you well to become independent and respect others. You obviously enjoy your time in school and you are well prepared to progress to the next stage of your education.

Your school gives you a good education because teaching is good and the curriculum is made so interesting, particularly in the extra things you can do in clubs during and after school. This helps you to make good progress. To make things even better, I have asked your headteacher and teachers to ensure that you are given extra opportunities to learn more about global issues. I have also asked that all teachers use other subjects to help develop your skills in ICT, literacy and numeracy. Also, I would like teachers to be clearer about what they expect you to learn in their lessons. You can help by continuing to work hard.

Yours sincerely,

Mr Bernard Jones

Lead inspector

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