

Kingsley St John's CofE (VA) Primary School

Inspection report

Unique Reference Number	111317
Local Authority	Cheshire West and Chester
Inspection number	337663
Inspection dates	20–21 January 2010
Reporting inspector	Denise Shields

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	56
Appropriate authority	The governing body
Chair	Rev D Gilpin
Headteacher	Mrs Ann Griffiths
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons or part lessons and these included the observation of three teachers. Approximately a third of the inspection time was spent collecting first hand evidence of pupils' learning. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for vulnerable pupils. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. In addition, 38 parental questionnaires and a representative sample of questionnaires returned by pupils and staff were scrutinised.

- pupils' attainment, learning and progress in mathematics in all year groups
- the accuracy, rigour and use of assessment to promote pupils' learning and progress, to determine if they are reaching their potential
- the impact of middle management in driving improvement and raising pupils' attainment
- the impact of the federation on the overall effectiveness of the school
- the quality of the provision for children in Early Years Foundation Stage within the mixed-age class.

Information about the school

This is a small school in a village setting. All pupils are taught in mixed-age classes. Almost all pupils are of White British heritage. Eligibility for free school meals is very low. The proportion of pupils who have special educational needs and/or disabilities is above average. The school's Early Years Foundation Stage provision comprises Reception children being taught alongside pupils in Years 1 and 2. The school is part of a federation with a local school of a similar size. These federated schools share the same governing body and headteacher. The school has gained Healthy Schools status, Artsmark (Gold), Eco School bronze, Activemark and International Schools (Gold) awards. Since the previous inspection there has been a significant turnover in the teaching and support staff.

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

Kingsley St John's is a good school. It is an extremely inclusive school. Relationships are exceptionally strong and pupils have an excellent awareness that they should respect people's differences. Outstanding care, guidance and support ensure pupils feel very safe and happy. A typical view reported by the vast majority of pupils is: 'This is a loving, caring and very friendly school & everyone gets along with each other.' Those pupils who are most vulnerable and those with special educational needs and/or disabilities receive superb support, as do their families. There is very close cooperation between the federated schools which has a positive impact on many aspects of provision at Kingsley St John's. The excellent partnerships with schools internationally, with external agencies as well as with the community and the parish, help to raise pupils' aspirations and the quality of their learning.

As a result of good teaching and a good curriculum pupils' learning and progress are good overall. Children get a satisfactory start to their education in the Early Years Foundation Stage. They are warmly welcomed into the Reception class. The learning areas, however, are uninspiring and the range of activities both indoors and outdoors is too narrow to meet children's needs and abilities across all areas of learning. As a consequence, children make satisfactory progress in the development of their skills and knowledge. Children enter Reception typically with skills that are in line with those expected for their age, but this can vary because of the small numbers starting each year. By the end of Year 6, pupils' attainment is above average in English and science and a higher proportion than average attain the higher levels. This represents good achievement. In mathematics, however, standards attained are average, pupils' progress is not as strong and achievement is satisfactory. Pupils' proficiency in basic skills, their exceptionally good personal and social skills and high attendance prepare them well for the future.

The headteacher, despite dividing her time between the two federated schools, has managed the considerable changes in staff extremely well. Leaders and managers at all levels have established a shared, clear vision for the future and acquired an accurate view of the school's strengths and weaknesses. They evaluate the impact of actions taken to tackle key priorities robustly. This has a positive impact on outcomes for all groups of pupils. Areas for improvement identified at the time of the previous inspection have been successfully addressed. As a result, the school demonstrates a good capacity for sustained improvement.

What does the school need to do to improve further?

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- Raise standards in mathematics by ensuring that:
 - pupils have planned opportunities to take part in problem solving activities
 - there are more chances for pupils to use their numeracy skills in all aspects of the curriculum
 - teachers are clear where pupils are up to and plan work that is precisely tailored to pupils' needs and abilities, especially the more able.
- Improve the quality of provision in the Early Years Foundation Stage by ensuring that:
 - sufficient resources are available so that children can choose activities for themselves in all areas of learning both indoors and outdoors
 - there is a manageable system to assess and record children's progress, that is consistently used to adjust planning to provide purposeful activities across all areas of learning.

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

Almost all pupils say they enjoy their lessons and learning is great fun. They work hard and concentrate very well on tasks. They work well with a partner or in groups and this is helping them to become confident learners. Pupils are keen to help and support each other and to try their best at all times. This has a positive impact on their achievement and enjoyment of learning.

Achievement is good . Typically pupils' attainment is average on entry to Year 1, although a few attain above this. By the end of Year 6, attainment is above average in English and science and pupils' learning and progress is good. More pupils than average attain the higher levels in English and science because teaching is effective and consistently challenging work enables them to reach their full potential. By the end of Year 6 attainment is average in mathematics because pupils have too few opportunities to solve problems and practise their numeracy skills in other subjects. In Key Stages 1 and 2 approaches to teaching mathematics are variable and as a result, pupils' learning and progress are uneven. The progress of pupils with special educational needs and/or disabilities is good because of the very sensitive guidance they receive from teaching assistants who help them.

Pupils are proud of their school and its heritage and many comment how 'it's at the heart of our local community.' The spiritual, moral, social and cultural development of pupils is outstanding. Pupils respond very well to the Christian ethos of the school. Pupils consider ethical issues, like the environment and poverty, and can very confidently express their views on such matters. Reflection and consideration of others contribute very effectively to their mature attitudes towards each other and their willingness to take on an extensive range of responsibilities to serve the school, local community and parish. To build knowledge and understanding across communities, pupils have close links with schools internationally where pupils have different social backgrounds, beliefs and traditions. Pupils have an impressive knowledge of how to live

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healthy and safe lifestyles.

These are the grades for pupils' outcomes

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

How effective is the provision?

Very secure and friendly relationships exist in all classes and pupils are not afraid to ask for help if they should need it. Almost all lessons are lively and humour is often used to good effect. Teachers' questioning is nearly always effective and makes pupils think more deeply about their learning. Good opportunities are provided for pupils to talk in pairs: this successfully promotes speaking and listening. The use of information and communication technology engages pupils' interest, but this is not a consistent feature in all lessons. Well targeted and very effective support is given to those who need extra help with their learning. For the most part teachers' planning makes effective use of good quality assessment information to ensure that the needs and abilities of all groups of pupils are met. But work is not always tightly matched to the needs of individual pupils in mathematics. In many instances, marking is helpful and provides constructive comments to help pupils improve, but this is not always so in mathematics. Pupils say that their learning targets, particularly in English, help them to understand

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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how well they are doing and how to improve their work.

The well-planned curriculum is very carefully adjusted to meet the requirements of pupils with special educational needs and/or disabilities. Pupils get plenty of opportunities to practise their writing and information and communication technology skills in other subjects and this has a positive impact on developing their basic skills. Pupils do not get as many chances to practise their numeracy skills in lessons and so these skills do not improve as quickly. The curriculum makes excellent provision for the personal, social, emotional and health education of pupils. The close cooperation between the federated schools ensures the range of activities available beyond lessons is good, as does the breadth of the visits and visitors, many from abroad, who come to the school and add richness to pupils' learning.

Pupils benefit from exceptionally high quality care, guidance and support. There is excellent support for vulnerable groups and very effective guidance for pupils with special educational needs and/or disabilities resulting in their increased motivation and greater access to the curriculum. Adults know pupils extremely well. A typical view expressed by very many pupils is, 'Adults will always listen to you, they are all kind and check you are not sad or unhappy and so you feel very safe.' Arrangements to help children settle into the Reception class and for pupils to move from year group to year group and then on to secondary school are very good.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher manages her time between the federated schools very well. She maintains a very clear oversight of the school and constantly seeks to improve the quality of provision and raise pupils' achievements. She has managed the period of significant staff change exceptionally well. With the support of knowledgeable governors, a new staff team has been established. Responsibilities have been carefully realigned. The roles of senior and middle leaders are developing well because staff readily undertake a good range of training in order to improve their expertise and they have a good understanding of standards in their subject areas. As a result of the collaboration between the federated schools, staff teams work together successfully to secure improvement. A robust system to monitor and evaluate the work of the school is well established and used effectively by senior and middle leaders to drive improvement and ensure that targets set are achieved. The effective governing body holds the school

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to account and governors are not afraid to ask challenging questions and monitor the quality of provision well. The school complies with current statutory requirements for safeguarding. Arrangements are extremely well planned and permeate all aspects of school life; they are very carefully monitored.

The school promotes equality of opportunity and tackles discrimination extremely well. The numerous very positive views expressed by parents, pupils and staff confirm this. Community cohesion is good with strengths in partnerships with the community, parish and international schools. Good relationships are established with parents and they are fully involved in their children's learning and the life of the school. The excellent partnerships with the community, the parish and external agencies have a very positive impact on pupils' personal and social development as well as their enjoyment of learning.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Close liaison with pre school settings and with parents ensures children settle quickly to school routines. Children are safe and very well cared for and all welfare procedures are in place. There is a very strong emphasis on personal and social education. As a result, children have very trusting relationships with adults, behave very well, play happily together and enjoy learning. Adults promote speaking and listening skills well and so, consequently, children make good progress in this area. Indoors, planned activities generally have a good balance between those children can choose for themselves and those led by an adult, but the range does not always cover all aspects of the curriculum.

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The outdoor area is not used continuously throughout the day. This inhibits children's opportunity to make choices for themselves and become more independent. Many resources both indoors and outdoors are uninspiring and in some areas, for example to promote children's imaginative play, they are very limited. As a result of satisfactory teaching, children make satisfactory progress. Typically children enter Reception with skills expected for their age. By the time they enter Year 1 most children are working within the expected levels for their age, with a few working beyond. The leadership and management of the Early Years Foundation Stage are satisfactory. Despite the recent introduction of 'Learning Journeys,' assessments of children's progress and achievements are unwieldy and not always used consistently to adjust planning in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Inspectors received questionnaire responses from approximately 68% of parents and carers. Analysis of responses indicates that the vast majority of parents is happy with their children's experiences at school, and that their children's particular needs are met. Parents state that their children enjoy school and the school keeps their children safe. Inspectors endorse these views. The vast majority also indicates that teaching is good. Inspectors agree that teaching is good in Years 1 to 6 but satisfactory in the Early Years Foundation Stage. Typically parents reported that 'Children support each other, and the interaction between children and staff is superb.' 'All children are encouraged to join in all activities. staff take the time to find out what each child is good at and then they build their confidence and esteem.'

Very few parents expressed concerns. Although a few indicated that they were not happy with effectiveness of leadership and management, most expressed a positive view and inspectors endorse this. A few expressed concerns regarding their children's progress. Inspectors agree that pupils do not make as much progress as they could in mathematics and the Early Years Foundation Stage.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsley St John's CoFE (VA) 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	68	9	24	0	0	0	0
The school keeps my child safe	23	61	14	37	0	0	0	0
The school informs me about my child's progress	22	58	14	37	0	0	0	0
My child is making enough progress at this school	21	55	11	29	1	3	0	0
The teaching is good at this school	27	71	9	24	0	0	0	0
The school helps me to support my child's learning	22	58	16	42	0	0	0	0
The school helps my child to have a healthy lifestyle	25	66	12	32	0	0	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)	19	50	15	39	0	0	0	0
The school meets my child's particular needs	26	68	10	26	0	0	0	0
The school deals effectively with unacceptable behaviour	17	45	17	45	1	3	0	0
The school takes account of my suggestions and concerns	19	50	18	47	0	0	0	0
The school is led and managed effectively	12	32	23	61	2	5	0	0
Overall, I am happy with my child's experience at this school	24	63	13	34	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 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.



22 January 2010

Dear Pupils

Inspection of Kingsley St John's CofE (VA) Primary School, Frodsham, WA6 8EF

On behalf of the inspection team, I am writing to thank you for the warm and friendly welcome you gave us when we came to inspect your school. Kingsley St John's is a good school and some aspects are outstanding. These are some of the things we found out.

- Adults take exceptionally good care of you and help you to enjoy your learning. You say that staff teach you well and we agree.
- You all try hard with your work and make good progress, especially in English and science.
- Your progress is not as good in mathematics. We have asked your teachers to give you lots of opportunities to solve problems and use your numeracy skills in other subjects.
- You say you enjoy the activities, visits and visitors and that you like sharing these with the children from the other local school. We agree the close work between the two schools benefits your learning.
- The children in the Reception class have a satisfactory start to their education. They make friends, trust the adults who look after them and enjoy learning.
- There are not enough activities for children in the Reception class to choose from indoors and outside. We have asked your teachers to provide more equipment for them to make Reception class an exciting place to learn.
- The headteacher and all other staff work closely with the governors to carefully plan what needs to be improved.

Thank you once again for being so helpful and keep trying hard with your work.

Yours sincerely

Denise Shields

Lead Inspector

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