

St John the Baptist Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	111668
Local Authority	Stockton-on-Tees
Inspection number	337721
Inspection dates	16–17 June 2010
Reporting inspector	Gill Gleghorn

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Mrs Susan Symington
Headteacher	Mrs Kerry Coe
Date of previous school inspection	Not previously inspected
School address	St John's Way Ragworth Stockton-on-Tees TS19 0FB
Telephone number	01642 607123
Fax number	01642 607123
Email address	kerry.coe@stockton.gov.uk

Age group	3–11
Inspection dates	16–17 June 2010
Inspection number	337721

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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

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

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observed nine teachers and held meetings with governors, staff and pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and records of pupils' progress and child protection. The inspection team received and analysed 68 questionnaires from parents and carers, which represents 38% of pupils, as well as a number of questionnaires completed by pupils and staff.

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

- the extent to which the school is succeeding to raise attainment and to improve progress for all pupils in writing and in mathematics at Key Stage 1
- the quality of teaching and how well it contributes to learning
- teachers' use of assessment to ensure challenge, particularly for more-able pupils
- pupils' awareness of the different cultures and communities in the United Kingdom and wider world
- the effectiveness of the monitoring of the school's provision by leaders at all levels.

Information about the school

This is an average-sized primary school. It serves an area with higher than average deprivation indicators, with almost all of its pupils of White British Heritage. The school's population is stable. The number of pupils known to be eligible for free school meals and those with special educational needs and/or disabilities is well above average. The school has an infant assessment and support class for up to eight pupils with severe special educational needs and/or disabilities. These pupils are fully integrated into the school. The on-site pre-school club is privately run and will be subject to a separate inspection. The school holds many awards, including the Healthy Schools Award, Activemark, ICT Mark and Investors in People. The current headteacher was appointed in January 2010.

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

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. The outstanding care from all staff ensures that the school's shared vision, 'Everyone different. Everyone loved', permeates the school. Parents and carers agree. One commented: 'I am more than happy with every aspect of the school. The staff are always willing to help and very enthusiastic with the children.' The school is justly proud of its inclusive nature. It successfully integrates pupils with special educational needs and/or disabilities, including those from the infant assessment and support class. Pupils make good progress due to the very careful attention paid to their needs. They work together in harmony. Their good contribution to the school and local community is valued. Behaviour in lessons and around the school is good. Pupils display a good awareness of how to keep themselves safe, including when using technology. Similarly, they have a good awareness of how to lead active and healthy lifestyles, apparent in the attendance at the popular breakfast club and the excitement provided by the opportunities to participate in physical activity. The school's engagement with local schools develops pupils' awareness of the diversity of their immediate community. Pupils' spiritual, moral, social and cultural development is good overall but their knowledge of different cultures in the United Kingdom is at an early stage of development. Pupils' skills in information and communication technology (ICT) are excellent.

Good teaching ensures that work engages and challenges pupils of all abilities. Consequently, from their starting points in Year 1 pupils make good progress to leave in Year 6 with skills that are broadly average. Occasionally the pace of learning drops and pupils make satisfactory progress. The school's good information about pupils' skills and abilities is used well to target groups of pupils who are falling behind. As a result, more-able pupils now make good progress to attain above average standards. In lessons pupils receive good advice on how to improve their work. This has yet to be applied throughout the school to the marking of pupils' work and in the consistent use of learning targets to raise standards further.

Central to the school's success is the commitment, enthusiasm and drive of the leadership team and the effective way it leads teaching and learning. This, with good support from the governing body, is leading to rising standards in all subjects, improved rates of progress and highly effective care of pupils. The school has addressed all issues from the last inspection well. Self-evaluation is rigorous, involves all staff and is focused on improving outcomes for pupils. This illustrates well the school's good capacity to improve.

What does the school need to do to improve further?

- Improve attainment by:
 - ensuring that marking provides opportunities for pupils to act upon to improve their work
 - ensuring consistent use of targets based on good analysis of assessment so that pupils throughout the school are clear about what they are learning and how to attain the next steps
 - maximising the time available in lessons to increase pupils' pace of learning
- Extend and embed opportunities to improve pupils' understanding of the diversity of cultures and communities in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils

2

The extent to which pupils achieve and enjoy their learning is good. Pupils behave well, have positive attitudes to learning and are keen to do well in their work. They especially enjoy learning when they are engaging with each other in challenging and motivating activities, such as creating a pod-cast to persuade people to holiday in South Africa.

Achievement is good. From standards that are below average in English and broadly in line with average in mathematics when entering Year 1, pupils make good progress to reach average standards in English and above average in mathematics by the end of Year 6. Results for 2009 were affected by the high levels of pupils with special educational needs and/or disabilities in the cohort. Due to good support these pupils are well integrated in lessons and make good progress. Progress of higher-attaining pupils is good, particularly in writing. Standards for these pupils are now above average in English and mathematics.

Pupils' achievement is good in sport and music. The 'Beat It' project has been successful in developing pupils' musical skills and providing the opportunity to display their skills to a wider audience. As a result, pupils are confident and have high levels of self-esteem. In ICT pupils have excellent skills in using a range of equipment and are confident in applying these across the curriculum. These, combined with their good social skills and highly developed sense of fairness and justice, ensure that pupils are well prepared for the future. Pupils understand the importance of a healthy diet and keeping fit. They take their responsibilities seriously in school and engage well with the local community. However, their links beyond their locality and their awareness of the multicultural nature of the world are less well developed

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school's care and support for its pupils, particularly those with special educational needs and/or disabilities, is exceptional. The warm, happy atmosphere and excellent relationships ensure that pupils trust staff and are ready and willing to learn. The use of additional adults to support learning is sensitive and well focused. Procedures for looking after pupils' welfare are secure and include good links with outside expertise, especially to help the pupils whose circumstances make them more vulnerable to progress as well as others. The school's effective procedures to reduce the proportion of pupils who are persistently absent is having a good impact on the attendance of this group of pupils.

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 leads with vision, ambition and energy. She is well supported by the deputy headteacher. She trusts staff implicitly. As a result, there is a palpable sense of

shared responsibility and high morale. Curriculum team leaders have clearly delegated roles and responsibilities, are involved in decision making, have contributed to the school improvement plan and know they are accountable for individual pupils and their progress. Procedures for assessment, tracking of pupils' progress, as well as a richer curriculum have improved standards. Targets are successful in supporting learning but are not used consistently across the school.

The school's work with families is good. Parents and carers are becoming increasingly involved in school life, such as in making story sacks for the younger pupils. Their contribution is valued. Partnerships have a positive impact on pupils' learning and well-being and enable the school to tailor support to meet the needs of individuals, particularly those with social and emotional difficulties. As a result, these pupils are able to participate fully in lessons and make good progress.

Members of the governing body have an good understanding of the school's priorities for development and a valuable range of complementary skills. The good analysis of data provided by the school enables the well-organised committees to monitor and challenge the school's performance and be influential in shaping the direction of the school. Safeguarding arrangements are good and are rigorously reviewed. Governors' plans to minimise the risk to pupils further, by improving site security, are good.

The school promotes equal opportunities well, with more-able pupils' achievement improving. Any discrimination is tackled decisively by the school.

Community cohesion is good. The school is a very cohesive community and all pupils relate positively to each other. The school has correctly identified the need to expand its national and global links to increase pupils' understanding of different cultures and is starting to implement well-founded plans to achieve this.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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

The effectiveness with which the school deploys resources to achieve value for money	2
---	----------

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children's skills on entry are well below those of children of a similar age. Staff know the children very well and are well trained. They plan together to meet the differing needs of the children and, as a result, all children make good progress in their learning and development. They sustain concentration well and obviously enjoy their learning. By the time they enter Year 1 they achieve broadly in line with children nationally. Standards are lower in writing. Staff have high expectations of children and children behave well, play cooperatively and show consideration to each other. Strong links with the on-site private provider, with parents and carers, and with outside agencies enable the school to meet the learning and development needs of all children. Detailed and accurate assessments help staff to plan learning experiences which will enable children to play and explore both in and out of doors. The outside area is being redeveloped to ensure that these opportunities are regularly available for all children. Safeguarding and the security of the children is a high priority and practice is good. Children understand what they can do to stay healthy and they adopt good hygiene practice including brushing their teeth daily. The school has taken steps to improve children's skills in reading and writing in response to assessments. The analysis of assessment does not always ensure that planning of new learning systematically builds on children's skills.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

A minority of parents and carers returned the questionnaire to express their views of the school. The vast majority of these were supportive of the school's work. Replies praised, in particular, the progress children make, the quality of the teaching, how much children enjoy school and the quality of leadership and management. A concern was expressed about the school's supervision of pupils. Inspectors looked closely at the school's reviewed procedures and judged them to be rigorous.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John the Baptist Church of England Voluntary Controlled 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	62	25	36	1	1	0	0
The school keeps my child safe	47	68	18	26	3	4	1	1
The school informs me about my child's progress	41	59	26	38	1	1	0	0
My child is making enough progress at this school	38	55	30	43	1	1	0	0
The teaching is good at this school	44	64	25	36	0	0	0	0
The school helps me to support my child's learning	42	61	26	38	1	1	0	0
The school helps my child to have a healthy lifestyle	41	59	26	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)	34	49	32	46	0	0	0	0
The school meets my child's particular needs	40	58	27	39	1	1	0	0
The school deals effectively with unacceptable behaviour	34	49	31	45	2	3	1	1
The school takes account of my suggestions and concerns	31	45	34	49	3	4	0	0
The school is led and managed effectively	36	52	31	45	1	1	0	0
Overall, I am happy with my child's experience at this school	44	64	24	35	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). 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">■ 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.



15 June 2010

Dear Pupils

Inspection of St John the Baptist Church of England Voluntary Controlled Primary School, Stockton-on-Tees, TS19 0FB

Thank you very much for the warm welcome when we came to inspect your school recently. We got real pleasure out of seeing how happy you all are as you work and play together and how proud you are of your school.

You go to a good school that knows what to do to improve. You are polite and helpful and care for each other remarkably well. You behave well in lessons and in the playground. You told us you enjoy coming to school because you like your teachers and you do many enjoyable activities. Your parents and carers agree with you. Adults in school care for you exceptionally well and help you to concentrate on your learning. This means that you make good progress. You enjoy the visits and visitors who help make your learning more interesting.

We were particularly impressed with your ICT skills and know that you will use these well as you grow up and move into the next stage of your education. You like to take on responsibilities which give a good sense of community within school.

To make your school even better, I have asked your headteacher and the staff to make sure:

- you know how to improve your work and have time to do it after teachers have marked it
- you know what your targets are so you can do your best to achieve them
- you are given time to complete your work in lessons
- you have the opportunity to learn about other people's lives in our country and in other parts of the world.

You can help by carrying on being the delightful children you are and making sure you attend school regularly.

Yours sincerely

Mrs Gill Gleghorn

Lead Inspector

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