

# Read St John's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	119389
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339428
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Colin Smith

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Clive Bennett
<b>Headteacher</b>	Mr David Smith
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Straits Lane Read Burnley BB12 7PE
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<b>Email address</b>	head@read.lancs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, spent 70% of their time looking at learning involving eight teachers, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' books, school assessments, planning and policies and examined 110 parents' questionnaires and pupils' questionnaires.

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

- learning and progress, particularly in the Early Years Foundation Stage and in Key Stage 1 and Key Stage 2 in mathematics and science
- teachers' use of assessment in providing challenging and well matched activities for all pupils
- the effectiveness of the schools' monitoring and evaluation systems in identifying and remedying areas for improvement.

## Information about the school

The school is slightly smaller than average in size. The proportion of pupils eligible for free school meals is well below average, although the school serves a typically mixed community. The proportion of pupils with special educational needs and/or disabilities is broadly average. The vast majority of pupils are of White British heritage. Only a very small number speak English as an additional language. Early Years Foundation Stage provision is made for children in one Reception class. The school is undergoing staff changes following a prolonged period of senior staff absences through illness. The headteacher was appointed in September 2009 and an acting deputy headteacher is currently in post. The school has gained the Healthy Schools and Activemark Awards.

**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

The school provides a satisfactory standard of education. The headteacher has provided stability and direction and united staff in moving the school forward. At the heart of the school's work are the good care, guidance and support provided. The atmosphere in school is calm and purposeful. Pupils' behaviour is good and often exemplary, and pupils act responsibly and show concern for others. Their enjoyment of school is reflected in good attendance. The school provides a satisfactory curriculum, which makes a particularly good contribution to pupils' heightened awareness of safe and healthy lifestyles. Parents are highly supportive of all that the school provides.

Pupils make satisfactory progress overall. It is quicker in some year groups than others. Children enter school with knowledge and skills that are typical for their age and reach broadly average attainment by the end of Key Stage 2. Attainment in English is above average, whereas attainment in mathematics and science is average. Good progress in English reflects leaders' efforts to improve pupils' reading and writing skills. Progress in mathematics and science is held back because pupils' investigation and problem-solving skills are not consistently developed and the challenge presented to pupils that are more able is sometimes insufficient.

Teaching is satisfactory. It is good in some classes but there are weaker elements in some lessons when groups of pupils are given work that is too easy or too difficult. The extent to which teachers use assessment within lessons to accelerate learning is inconsistent. The marking of pupils' work is good in English but not sufficiently informative in mathematics and science in every class.

Rigorous checking of the work of the school is helping to raise achievement. Pupils are making quicker progress this year than last year and working at higher levels in Year 6. In this respect, the issues from the previous inspection are being addressed. Leaders have made an accurate self-evaluation of the school's effectiveness. Strategies have been implemented to improve teaching and raise standards, which are beginning to take effect, indicating the school's satisfactory capacity for improvement.

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

- Increase pupils' progress in mathematics and science by:
  - raising the level of challenge for more able pupils
  - improving pupils' problem solving and investigation skills
  - providing clear pointers for improvement when marking pupils' work.
- Improve the quality of teaching by:

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- using assessment information to ensure that the activities provided are accurately matched to pupils' different learning needs in every lesson
  - using assessment more effectively in lessons to identify what pupils already understand in order to move their learning forward quickly
  - senior leaders and governors monitoring and evaluating the work of the school to ensure that inconsistencies in teaching are eliminated.
- About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils are attentive and interested learners. They enjoy learning and achieve satisfactorily. They work with good concentration and most take pride in the presentation of their work. Many pupils are becoming fluent and imaginative writers and read with accuracy and good understanding. They develop good calculation skills. For example, Year 2 pupils are able to multiply proficiently. However, pupils encounter difficulties in solving mathematical problems because they have insufficient opportunities to use and apply their calculation skills. Similarly, pupils acquire good scientific knowledge and understanding but they are not adept in planning and carrying out experiments and interpreting information. For example, Year 6 pupils tackled practical science with great enthusiasm but tended to use trial and error methods to separate mixed materials rather than approaching the problem systematically. Pupils' early work in science develops well but their capacity to plan fair tests and draw conclusions is not extended sufficiently higher up the school. Boys and girls make similar progress. Pupils with special educational needs and/or disabilities make satisfactory progress. Those with greatest learning needs benefit from high levels of care and support which help them to reach their targets. More able pupils make satisfactory progress overall but because the challenge is not sufficiently high in all lessons, some of these pupils do not fulfill their potential.

Pupils benefit from the happy atmosphere in school and contribute to it by showing respect and sensitivity towards others. Their spiritual, moral and social development is good, although they have only limited understanding of cultural diversity. Pupils have a strong desire to succeed. They relish opportunities to take the initiative and express their views, for example through the school council. They make a good contribution to the school and the wider community. Punctuality, good attendance and good behaviour make an important contribution to their learning. Pupils have good literacy and secure numeracy skills, and information and communication technology (ICT) skills, which are helping to prepare them for the next stage of their education.

*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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</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?

Lessons are well managed and purposefully organised. Pupils usually know what they are expected to learn. Teachers use questioning and ICT effectively to help pupils to understand difficult ideas. The teaching of English has been strengthened and improvements are evident in the good quality of written work in pupils' books. Stimulating pupils' imagination and teaching them how to plan their work, for example to produce comics in Year 3 are paying dividends. The teaching of mathematics and science is satisfactory but inconsistent. Where learning is most successful, teachers use assessment well to provide challenging activities that are well matched to pupils' different learning needs and then check and accelerate pupils' learning within the lesson. In Year 6, for example, the teacher prepared work at different levels, anticipating likely misconceptions, which ensured that all pupils understood coordinates and symmetry. There are occasions when a group of pupils is given work that occupies them rather than moves them on, or is too demanding, and their learning suffers. One of the strengths of the teaching of English is the informative marking of pupils' work. There are good examples of marking in mathematics and science but this is not consistent. Pupils are sometimes left unsure as to why they made a mistake or what they need to do to improve.

The curriculum is well structured to enable pupils to build on their earlier learning. However, combining subjects to generate interest and develop pupils' creative talents is only just beginning. Teachers provide additional stimuli, for example by arranging visits or bringing visitors into school, which fuels pupils' enjoyment of learning. An effective programme of personal, social and health education, and an adequate range of

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after-school activities, contribute to pupils' good understanding of safe and healthy lifestyles. The curriculum is adapted well to cater for some pupils' learning needs, for example by arranging catch-up sessions and additional teaching of basic skills, which helps pupils with special educational needs and/or disabilities to achieve their targets. The needs of the most vulnerable pupils are paramount and every effort is made to join forces with health and education professionals to ensure that any barriers to learning are significantly lessened. This is why the school's most vulnerable pupils make notable strides in their progress and well-being. Good induction and transfer arrangements help children to settle into school and to move smoothly from one stage to the next. Well established procedures ensure good attendance and behaviour.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leadership team is ambitious and committed to school improvement. Key priorities have been identified and pursued. A rigorous system of tracking pupils' progress now ensures that any faltering progress is swiftly acted upon to put pupils back on track. Subject leaders are involved in the extensive programme of monitoring and evaluating the work of the school. Lessons are observed, pupils' work examined and assessments analysed by school leaders and local authority consultants. A clear picture has emerged of where inconsistencies lie and what is needed to remedy them. Governors are becoming better informed and beginning to take more responsibility, for example in setting budgets and holding the school to account regarding teaching and standards. Encouraging parents' and carers' involvement, seeking their views through questionnaires and keeping them well informed are increasingly helping to raise pupils' achievement and promote their well-being. All aspects of safeguarding pupils are secure and potential risks are assessed, particularly when taking pupils out of school. The school promotes equality and tackles discrimination satisfactorily. Accurate information is gathered on the performance of different groups of pupils, such as boys and girls, and extra catch-up sessions are increasingly helping to close any gaps in attainment. Community cohesion is actively promoted in school. This is evident in the harmonious relationships between pupils of all different backgrounds. Links with schools in contrasting locations and overseas are being extended to promote community cohesion beyond the school.

*These are the grades for leadership and management*

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<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children enter school with broadly typical attainment; a significant proportion is articulate and ready to learn. Children make satisfactory progress overall. They make quicker progress in literacy and numeracy than other aspects of learning because more time is spent on developing these skills. By the end of the Reception Year, children's attainment is broadly average overall. The vast majority of children achieve the goals expected for their age in all areas of learning; however, comparatively few children are working beyond the goals. The welcoming atmosphere and good partnerships with parents and carers ensure that children settle quickly. Staff are particularly successful in ensuring children's well-being and children are very aware of the importance of safety, health and hygiene. Teaching is satisfactory overall. The teaching of basic skills, such as reading and writing, is good. Classroom space is very limited and steps to the very small outdoor area means that children cannot learn outdoors without direct adult supervision. The equipment and materials are dated and have limited appeal in stimulating children's curiosity and imagination. Leadership and management are satisfactory. Leaders have planned the space available to encourage children to explore and learn for themselves. Children work and play together harmoniously. They often become absorbed in self-chosen activities such as painting and using computers, but opportunities are sometimes missed by adults to intervene and extend children's learning further. Thorough assessments are made of children's learning and are beginning to be used in the planning of the next steps.



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*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

There was a good response to the questionnaire. The very large majority of parents and carers are highly satisfied with all aspects of the school's work, particularly regarding their children's enjoyment of school and overall experience. Inspection findings support these views in most aspects. The school welcomes their suggestions and helps them to support their children's education. Children's safety, good behaviour and understanding of healthy lifestyles are fully endorsed by inspection findings. Most parents and carers believe that teaching is good and that their children make enough progress. Inspection findings indicate that teaching is satisfactory and sometimes good. Pupils do make the progress expected, although this is not quite the same as making good progress, which implies better than expected. Parents' and carers' confidence in school leadership is justified. Leaders are eager to raise achievement. This means raising the challenge and consistency in teaching.

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

Ofsted invited all the registered parents and carers of pupils registered at Read St John's CofE 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 111 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	74	67	36	32	1	1	0	0
The school keeps my child safe	73	66	36	32	1	1	0	0
The school informs me about my child's progress	48	43	53	48	8	7	0	0
My child is making enough progress at this school	50	45	56	50	5	5	0	0
The teaching is good at this school	56	50	52	47	1	1	0	0
The school helps me to support my child's learning	48	43	56	50	6	5	0	0
The school helps my child to have a healthy lifestyle	47	42	59	53	5	5	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)	45	41	53	48	6	5	0	0
The school meets my child's particular needs	50	45	53	48	4	4	0	0
The school deals effectively with unacceptable behaviour	47	42	56	50	1	1	3	3
The school takes account of my suggestions and concerns	56	50	49	44	3	3	0	0
The school is led and managed effectively	63	57	44	40	2	2	0	0
Overall, I am happy with my child's experience at this school	62	56	47	42	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 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"><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.**



20 March 2010

Dear Pupils

Inspection of Read St John's CE Primary School, Burnley, BB12 7PE

Thank you for making the inspectors welcome and for answering our questions so politely. I would like to explain the inspection findings.

Your school is satisfactory with some good features and improving. Inspectors agree with many of your views. Your headteacher, teachers and support staff take good care of you and keep you safe. We were impressed by your good attendance and behaviour and your positive attitudes to learning. You work hard in lessons, respond well to your teachers and try your best. Younger children entering the Reception class make satisfactory progress and are happy from the first day. Infant and junior pupils make satisfactory progress in mathematics and science and reach broadly average standards by Year 6.

Teaching is satisfactory and we can see improvements in the way targets are being set to help you to improve further. Much of the teaching in English is good. This is why you are making good progress and reaching higher standards in this subject. The way the school is led and managed is satisfactory. Your school leaders are eager for you to do as well as you can. This is why they keep assessing your progress and setting targets to help you to improve.

To help your school to do as well as it can for you, I have asked leaders and teachers to:

- help you to improve your progress in mathematics and science. You can play your part by checking your answers, completing your homework and practise solving problems
- make all lessons as challenging and well matched to your learning needs as possible to help you to learn as quickly as you can. You can help by working hard to reach your class targets.

Yours sincerely

Mr Colin Smith

Lead inspector

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