

St Johns Church of England Aided Primary School

Inspection report

Unique Reference Number	125164
Local Authority	Surrey
Inspection number	343790
Inspection dates	23–24 June 2010
Reporting inspector	Robert Ellis

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	444
Appropriate authority	The governing body
Chair	Mrs Susan Gibbin
Headteacher	Mrs Liz Wombwell
Date of previous school inspection	6 May 2007
School address	Markfield Road Caterham CR3 6RN
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 17 lessons and observed 15 teachers. Meetings were held with groups of pupils, the school improvement partner and staff. A telephone conversation was held with the chair of the governing body. Inspectors looked at the school development plan, curriculum plans, the schools tracking data showing pupils progress, teachers lesson plans, records of pupils who have special educational needs and/or disabilities, pupils work books and work on display around the school. In addition, the questionnaire responses of 137 parents and carers and 96 pupils were analysed and their views taken into account.

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

teachers use of assessment information to match work to pupils capabilities and help them build on what they have learned, especially in mathematics and science
opportunities for pupils to make choices and take responsibility for their learning
the marking of pupils work and feedback given to pupils, so that they know how well they are doing in relation to their targets, particularly for pupils who have special educational needs and/or disabilities.

Information about the school

This is a large primary school where most pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is below average; the majority of these pupils have moderate learning difficulties and/or disabilities. The percentage of pupils known to be eligible for free school meals is below average. Most children start at the school in the Early Years Foundation Stage but at the beginning of Key Stage 2 further pupils join the school from other schools, principally a local church infant school. The school offers an extended day through breakfast and after-school clubs. Since the last inspection, the interim headteacher has been appointed to the substantive role and a new deputy headteacher has been appointed.

When the school was inspected in May 2009 it was issued with a notice to improve. Significant improvement was required in relation to consistency in the quality of teaching and learning and in achievement and standards in mathematics and science.

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

2

Main findings

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. Those responsible for leading and managing the school have secured improvement since the last inspection and overall effectiveness is now satisfactory. The positive impact of the actions taken and the accelerating pace of improvement demonstrate a good capacity for further improvement.

Standards are rising and pupils make satisfactory progress in their learning. Achievement in mathematics and science has improved since the previous inspection. The profile of teaching is satisfactory and improving. The use of assessment to inform planning has also improved but not all teaching consistently matches tasks and activities to the precise needs of all pupils.

Pupils feel safe and are well cared for, and their spiritual, moral, social and cultural development is good.

Middle leadership is developing but it is not yet fully effective in driving improvement. The recording of incidents involving inappropriate behaviour is not systematic or rigorous enough.

The quality of provision in the Early Years Foundation Stage is good and children are enabled to make good progress in their learning and development.

What does the school need to do to improve further?

- Ensure that documentary evidence about pupils behaviour is recorded rigorously and systematically so that the impact of actions taken to address inappropriate behaviour can be properly evaluated.
- Build on improvements to teaching to ensure that teachers planning takes full advantage of the range of accurate assessment information that is available, so that tasks and activities are more precisely matched to the needs and interests of different groups of pupils.
- Persist in developing leadership and management at all levels to accelerate the pace of improvement and ensure that all pupils achieve as well as they can.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

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

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Children make a good start in the Early Years Foundation Stage. Progress in Key Stage 1 is satisfactory and pupils in Year 2 are on track to achieve expected standards for their age. Results in previous national tests show that standards reached by the end of Year 6 rose in 2009 and were around the national average. Observation of pupils in lessons, scrutiny of their work and the schools assessment information show that progress has been accelerated, particularly in mathematics and most pupils are making satisfactory progress in relation to their starting points.

Pupils who have special educational needs and/or disabilities are supported well which, with changes to the organisation of support for these pupils, for example refinements in target setting, result in them making similar progress to other pupils.

Pupils say that they feel safe and enjoy school, and most attend regularly. They demonstrate a good understanding of the need to adopt health lifestyles and many pupils were seen participating in vigorous physical activities during the inspection. Pupils make a good contribution to the school community and take responsibility, for example, as school council representatives, house captains and playground buddies. However, their contribution to the wider community is more limited. Behaviour in lessons and around the school is mostly good, although a very small minority of lessons are sometimes disturbed by low-level disruptive behaviour. The strong emphasis on spiritual and moral development has a good impact on the way pupils relate to each other. Pupils are polite and welcoming and most of them cooperate well with others and resolve conflicts in a sensible and responsible manner. Pupils respond positively to sporting, artistic and cultural opportunities and the school is developing links to help pupils gain a better understanding of other cultures and communities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory, with some examples of good practice. In most lessons, pupils know their targets and, in some, they are provided with clear success criteria and encouraged to evaluate their own performance. However, in a few lessons, pupils are too dependent on adults and do not develop sufficient independence. The majority of lessons are planned to take account of the different abilities in each class but some teachers do not make full use of the range of accurate assessment information that is available to them. Consequently, tasks and activities are not always closely matched to pupils abilities and they do not make as much progress as they should.

The curriculum meets the needs of most learners and there are some strong links between subjects, particularly between literacy, history and art. Trips to places of interest and themed days add to pupils experiences. Breakfast and after-school provision provides additional opportunities for pupils to extend their learning. A range of well-attended clubs and activities further enriches the curriculum. Science and mathematics are being given a higher profile and are being improved by renewed planning and reference to subject-specific outcomes in cross-curricular units of work. The school recognises that further work needs to be done to develop the curriculum to provide imaginative and increasingly personalised opportunities for learning.

The caring ethos of the school makes a positive contribution to pupils personal development. Satisfactory partnerships have been developed with external agencies to support vulnerable children. The school has appointed a learning mentor who makes a useful contribution to helping pupils with anger management, behaviour and social issues. Pupils who have special educational needs and/or disabilities are now monitored more closely and targets in their individual education plans have been sharpened to help accelerate progress. The use of assessment to support learning, although developing, is not yet sufficiently robust to ensure all pupils make good or better progress. Marking in pupils books and feedback given in lessons provides pupils with helpful advice on how they can improve or develop their work. However, teachers and pupils do not follow up this advice systematically.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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

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The effectiveness of care, guidance and support	3
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How effective are leadership and management?

The headteacher sets a clear direction for the school and she is building a cohesive team to support her. The school set about remedying the legacy of underachievement and took effective action to accelerate the pace of learning and get pupils back on track. There are now systems in place to monitor how well the school is doing and accurate self-evaluation is based on secure evidence. The governing body is well informed and is now holding the school to account satisfactorily. Much of its work has been to ensure that appropriate systems and procedures are in place and it has been actively involved in the schools self-evaluation. It identified that the school was not effective enough in promoting community cohesion effectively because, although work in this area has had a generally positive impact within the school, there has been limited success in promoting community cohesion beyond the school and the local community. A working party has been established to investigate how these issues could be resolved. Although the school has information about the different groups that make up the school and increasingly evaluates the performance of these different groups, this is still at an early stage of development and the extent to which the school promotes equality of opportunity is satisfactory. The schools accurate self-evaluation, appropriate priorities for improvement and the impact of the actions taken underpin the good capacity for further improvement

Middle leadership was previously underdeveloped. Recognising this, the senior leadership team is empowering and enabling middle leaders in order to develop greater capacity for improvement. Middle leadership is developing rapidly, but it has not had time to have a significant impact on raising attainment.

The school has a generally positive relationship with parents and carers, although a small but significant minority expressed a number of concerns. The school does not record documentary evidence concerning pupils behaviour and other incidents systematically and rigorously so it was not possible for inspectors to track the schools response to all individual issues raised. All other arrangements for ensuring pupils safety and well-being are robust and meet current requirements so that pupils are kept safe.

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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Staff in the Early Years Foundation Stage work well together and provide a stimulating and challenging environment for learning. There is a good mix of adult-led and child-selected activities. Children make good progress in developing their social skills and confidence, which contributes to their enjoyment of learning. Adults are skilled at getting children to think for themselves and children are encouraged and enabled to become independent learners. Accurate observation and systematic recording of childrens achievements ensure that activities are planned to meet the full range of childrens needs in all the different areas of learning. Leadership and management of the Early Years Foundation Stage are good and rigorous and accurate self-evaluation ensures that resources are deployed effectively and weakness addressed. For example, those in charge have rightly identified that the outdoor area is not a natural extension to learning in the classrooms and have planned to develop it further.

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

Analysis of the questionnaires returned shows parents and carers are generally supportive of the school. Several commented on improvements since the previous inspection. A typical comment was, Communication between parents and the school is excellent and parent forums are regularly held during afternoon and evening times to forge this very important relationship.

A small but significant minority raised concerns about their childrens progress. Others expressed concern about consistency in the management of behaviour and how childrens needs were met. A typical comment in relation to one year group was, The behaviour of a lot of the boys in the class is challenging and I feel my childs education

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suffers because of that. Inspectors investigated these concerns and their findings can be found in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Johns Church of England Aided 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 444 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	37	74	54	11	8	0	0
The school keeps my child safe	51	37	81	59	2	1	2	1
The school informs me about my child's progress	33	24	89	65	13	9	2	1
My child is making enough progress at this school	22	16	86	63	22	16	6	4
The teaching is good at this school	30	22	95	69	9	7	0	0
The school helps me to support my child's learning	26	19	94	69	14	10	0	0
The school helps my child to have a healthy lifestyle	22	16	107	78	3	2	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)	18	13	95	69	13	9	0	0
The school meets my child's particular needs	21	15	88	64	22	16	4	3
The school deals effectively with unacceptable behaviour	22	16	72	53	26	19	8	6
The school takes account of my suggestions and concerns	20	15	102	74	9	7	3	2
The school is led and managed effectively	45	33	78	57	11	8	0	0
Overall, I am happy with my child's experience at this school	36	26	82	60	11	8	5	4

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.



25 June 2010

Dear Pupils

Inspection of St Johns Church of England Aided Primary School, Caterham, CR3 6RN

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank all of you who took time to talk to us about your school and those who completed our inspection questionnaire. We saw that the school has improved since the last inspection and now provides you with a satisfactory education. Many of you told us how much you enjoy school and that you feel safe and well cared for. The school has made a number of recent improvements and most of you are now making at least satisfactory progress in your learning.

Most of you like learning and you get on very well with each other. A few pupils do not behave as well as they should and that sometimes prevents you from doing as well as you might in some lessons. You are well looked after and most of you who need extra support make satisfactory progress. The adults who are responsible for running your school already have some good ideas about what has to be done to make it an even better place for learning.

We have asked the school to do three things to help it continue to improve. We want the school to:

keep better records of your behaviour so that it can see how much it is improving and what is working to make it better

make sure that the work that you are given is at exactly the right level to help you learn as much as you can

help teachers who have special responsibilities make sure that everything is organised well so that you can make rapid progress.

I am sure that you will want to play your part by working hard, behaving sensibly and helping your teachers to make the school even better.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

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