

# Deepcar St John's Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	107117
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	348932
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Linda Murphy

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Helen Frith
<b>Headteacher</b>	Mrs Beverley Cordle
<b>Date of previous school inspection</b>	7 October 2008
<b>School address</b>	St Margaret Avenue Deepcar Sheffield S36 2TE
<b>Telephone number</b>	0114 2883878
<b>Fax number</b>	0114 2883878
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## Introduction

When Deepcar St John's Junior School was inspected in October 2008 it was judged to require special measures. Since the spring term 2009 the school has received termly monitoring inspections by additional inspectors to check the progress made in addressing the detailed issues identified below.

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons or part-lessons, observed all the teachers who were present at the time of the inspection and held meetings with the Chair of the Governing Body, staff, groups of pupils and a representative of the local authority. They observed the school's work and looked at pupils' work, the school's data records, policies, safeguarding records, minutes of the governing body's meetings, records of monitoring and self-evaluation and the school's plans to raise attainment.

- pupils' attainment and achievement across the school
- the accuracy and use of teachers' assessments to provide guidance to pupils
- the quality and consistency of teaching to enable pupils to learn effectively
- the understanding that all leaders, including governors, have of the school's effectiveness and ways to improve.

## Information about the school

This is an average-sized school of its type. The majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is about twice the national average. The school has the Healthy Schools Award and the Activemark. A new deputy headteacher was recently appointed.

**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

In accordance with section 13 (14) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school provides a good education for its pupils. Standards overall have risen since the last inspection. In 2009 they were significantly higher than those nationally by the end of Year 6. For the present Year 6 the upward trend continues. Overall, boys enter the school with attainment at lower levels than girls. Although all groups make good progress and achieve well, gaps in attainment by gender persist. There are occasions when boys are not fully engaged in recording work. As a result, they do not complete as much as they could.

Key factors in addressing well the weaknesses identified at the last inspection include insightful and determined leadership by the headteacher, which gives strong purpose and stability, the way that staff are held to account for the progress pupils make and significant improvements in teaching and learning. The governing body has developed well. It provides good support and challenge. Accurate evaluation paves the way for closely monitored and achievable targets. The strengthened senior leadership team and other staff focus strongly on raising attainment: all want the very best for pupils. The school has benefited greatly from support given by the local authority to enable the school to develop a successful, unique Deepcar way of working' tailored well to pupils' needs. It is a productive and strong thread throughout the change that has occurred since the last inspection. The school is well placed to improve even further.

Pupils are mostly keen to give of their best and are alert to new opportunities and ways of learning to benefit their future. Good behaviour underpins very effective learning and pupils' enjoyment in school. Excellent relationships with staff are typical of the ethos that supports pupils' development. The school implements well its principle that teaches children 'the way they should go so that when they are older they will not turn from it'. Pupils successfully contribute to the community and 'shine' by being:

- socially responsible
- high achievers
- independent and inter-dependent
- nurtured
- empowered.

Pupils' understanding of global communities is less well developed. Strengths in the curriculum include the way that basic skills are taught. A developing thematic approach is at an earlier stage.

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

- Raise the attainment of boys by:
  - - working in partnership with the adjacent infant school to improve transition arrangements
  - - ensuring that lessons are as active as possible and that learning styles match pupils' needs
  - - providing explicit expectations of the amount and quality of recorded work expected within a given time
  - - improving pupils' handwriting.
- Redesign the curriculum to an outstanding level by:
  - - enhancing pupils' understanding of the diversity of communities across the world
  - - further developing a fully inclusive thematic approach to increase pupils' enjoyment and interest in learning to an excellent level.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy lessons and are generally willing learners. They are keen to do well and take pride in their accomplishments. Pupils work together very well, in particular through discussion, and achieve well in lessons. All groups, including boys and those with special educational needs and/or disabilities, make good progress. As a result, standards are above average in English, mathematics and science and increasing. They are higher for girls than boys. A greater proportion of boys have special educational needs and/or disabilities on entry to school and have lower attainment than girls and this mostly remains so throughout; for example, almost a quarter of the present Year 6 pupils are in this category. Evidence from lessons and the analysis of pupils' work shows that pupils make good gains and, on the whole, the big gaps in learning for all found at the last inspection have closed. Pupils are good at speaking and listening because teaching effectively enhances these skills. As a result, pupils contribute confidently to discussion, speak clearly and explain well. They write for a variety of purposes and have a good command of interesting vocabulary to heighten the reader's interest; however, boys much prefer to contribute to speaking and are less prepared to write. The handwriting of boys and girls is not generally neatly formed. Teachers set a good example in their handwritten script, although on the interactive whiteboard, which is well used, print is the order of the day rather than a joined-up style of writing. Pupils are skilful at simple mathematical calculation although in Year 3, despite good progress, pupils' understanding of multiplication facts is not strong. Pupils are increasingly good at applying their knowledge to work out mathematical and scientific problems, yet boys overall record outcomes more slowly than girls.

Pupils are socially and morally very aware and accept the differing needs and abilities of classmates. They add much to their school and local community and behave well so that no time is lost in learning. Pupils' joy in learning is a pleasure to see. They gain much well-deserved praise when named 'star of the week'. Pupils understand well how to live healthily and safely and enjoy, for example, a good range of well-attended sports clubs

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and a healthy choice of school dinners. The school encourages reflection and celebration of good work and deeds. One pupil summed up the views of many by saying, 'You are safe and sound at St John's where everyone is happy.' Pupils' cultural development is satisfactory. It is mostly dependent upon lessons in religious education and encouragement to think actively about societies other than their own. Pupils' above-average basic skills, their above-average attendance, and their ability to form strong relationships, listen and take advice provide them with very effective essential skills for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Greatly improved academic guidance ensures that pupils know the next steps to success. Valuable assessment of pupils' work informs lesson plans. Teachers confidently use day-to-day assessment to adapt learning appropriately. Good-quality marking and individual targets support progress well. For the most part, teaching is brisk and purposeful. Adults' praise spurs pupils on. Calm, pleasant and informative classrooms are very conducive to teaching and learning. The quality of adults' presentation of

<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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lessons and learning is very good: from it stems very effective questioning. Pupils are alert because any pupil may be asked to answer a question and teachers are not usually satisfied with the first answer but expect more. Sharply focused learning objectives shared with pupils are a key feature of lesson plans. Steps to achieve lessons' objectives are used well. Staff have high expectations and pupils usually work hard to please, although at times the boys are slow to get on with tasks, in particular to write and record arithmetic in books. At these times the learning styles used are not always the best match to pupils' needs. On occasion learning slows for all when teachers talk for too long and this results in too little time for individual work.

The curriculum provides a good level of support to pupils' developing skills, particularly in literacy and numeracy. There is more to be done in the domain of community cohesion to expand pupils' understanding and knowledge of communities and societies outside of Deepcar in this country and abroad. A recently introduced thematic curriculum generates greater interest and new ways of working, although this is at an early stage of development. The impact has yet to be fully seen in raising pupils' excitement and enjoyment to an excellent level. Pupils say they enjoy learning brought to life through visitors, visits which include residential opportunities for each year group; and other practical activities.

The school's strong and well-targeted support for pupils and their families helps to meet their pastoral needs. Targets for pupils with individual educational plans are precise and easily measurable although it is not always clear what parents and carers can do to help their children achieve them. Good partnerships with external agencies contribute well to pupils' well-being and to the attainment of those whose circumstances make them the most vulnerable.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Resolute and dynamic leadership drives rapid improvement yet also embeds change. Excellent assemblies led by the headteacher set high standards for staff and pupils alike and an ethos of endeavour for life. Efficient structures are in place so that senior leaders can concentrate on improving the quality of education. Staff thrive on professional development, share their expertise and support colleagues well. A strong team spirit pervades. Much work has taken place to address inconsistency in the quality of teaching: the impact is good as seen in pupils' progress. Staff are not afraid to try new

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approaches yet do so in a considered and sensible way. For example, in Year 5 boys and girls are taught separately in a 'Friday challenge' session to see if this helps increase boys' attainment even more rapidly. The school has begun to work with the adjacent infant school to further improve transition. Governors ensure that they are well informed and have taken action to strengthen their work and the leadership team. Well-devised plans to raise attainment are clearly focused and measurable. Diligent arrangements safeguard pupils and ensure their well-being. The systems are secure, well managed and meet current government requirements. The school is a very cohesive community and extends its work into the local community. Even so, pupils' understanding of national and international community is less strong and an aspect that has yet to be formally monitored. Pupils' mutual respect and tolerance means that discrimination is not tolerated. Equal opportunity thrives. The school is successfully closing gaps in achievement between groups of pupils but attainment for boys, although improving strongly, remains lower than that for girls.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**

Prior to the monitoring inspection the school circulated its own questionnaire to parents and carers of which almost one fifth responded. Of these, parents and carers were mostly very positive about the work of the school. The inspection team agrees. A very small minority had concerns about homework and the clarity of the policy on behaviour. During the inspection, evidence showed homework was used well. The school has recently reviewed its policy on behaviour taking into account the views of others. As a



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result of its implementation, pupils behave well.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 May 2010

Dear Pupils

Inspection of Deepcar St John's Church of England Junior School, Sheffield, S36 2TE

Over my last four monitoring inspections of your school I have seen the school transformed from one with problems to one that provides you with a good quality of education. As a result, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

You have contributed well to the many improvements through, for example, your good attendance and behaviour and your willingness to listen and learn new things quickly. With the help of good teaching, any gaps you once had in your learning have overall been filled. Well done! You make good progress and attain standards above average in English, mathematics and science by Year 6.

You 'shine' at Deepcar in many respects. Skills that you acquire and knowledge that you gain set you up well for your future.

So that your school continues to improve I judge that it now needs to make sure that boys' and girls' attainment is equally good, that the way you enjoy themed work is built upon to an excellent level and that your understanding about people and communities in the United Kingdom and abroad are improved so that they are as good as your understanding about your school and local area.

You can help by continuing to do your best, trying very hard with handwriting and enjoying school.

Yours sincerely

Linda Murphy

Lead Inspector

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