

# St John the Baptist Roman Catholic Primary School

Thames Avenue, Burnley, Lancashire, BB10 2PZ

## Inspection dates

18–19 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The warm and welcoming school environment clearly reflects the aims and caring nature of the school.
- The headteacher, staff and governors have been successful in bringing about improvements in teaching and learning since the previous inspection.
- They have addressed previous weaknesses and introduced effective systems for monitoring pupils' progress to ensure that achievement continues to improve.
- By the time pupils leave at the end of Year 6, overall standards in English and mathematics are average. As a result of good teaching, pupils' achievement is good and over time pupils in all year groups make good progress.
- Behaviour is good. Pupils enjoy their lessons and have positive attitudes to learning. Attendance is above average.
- Pupils feel safe at school and learn how to keep themselves safe.
- The school's own evaluation of its work is accurate.
- Governors have a clear understanding of the school's strengths and areas for development. They challenge leaders while providing support and encouragement.
- Pupils' spiritual, moral, social and cultural development is good because they are given opportunities to take on responsibilities in order to grow in confidence and thrive in this highly supportive learning community.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Pupils are not always challenged enough to extend their learning.
- Teaching assistants are not used consistently well throughout lessons.
- In some lessons pupils are not always given enough time to reflect on teachers' comments in their books.

## Information about this inspection

- Inspectors visited 14 lessons or parts of lessons, three of which were observed jointly with the headteacher or assistant headteacher. They looked at a range of pupils' work and heard a number of pupils from Year 2 and Year 6 read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 14 responses to the on-line questionnaire (Parent View) and 95 responses to the school's own survey of parents' views. The views of staff and pupils were also considered.
- Inspectors visited the breakfast club and spent time in the Beehive which provides support for pupils.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Gordon Alston

Additional Inspector

## Full report

### Information about this school

- St John the Baptist is an average sized primary school.
- Most pupils are of White British heritage. A small proportion of pupils are from different minority ethnic backgrounds.
- The proportion of pupils known to be eligible for the pupil premium funding is similar to that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below the national average. The proportion supported at school action plus or through a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the previous inspection there have been significant changes in staffing.

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

- Improve the quality of teaching from good to outstanding by:
  - increasing expectations of what all pupils can achieve
  - improving the level of challenge for all pupils, particularly the most able, so that they consistently reach the levels of which they are capable
  - ensuring teaching assistants are used effectively throughout the whole lesson
  - giving pupils more time to reflect on teachers' marking.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Reception class with skills and knowledge that are below those typical for this age, particularly in communication and language. They make good progress in the Early Years Foundation Stage because teachers use a variety of creative, practical and physical activities to develop communication skills while encouraging personal, social and emotional development. Consequently, most children leave Reception as confident learners well prepared for Year 1.
- Pupils continue to make good progress throughout Key Stage 1. Standards are rising year-on-year and in 2013 they were above average at the end of Year 2 in reading, writing and mathematics.
- Younger pupils who were heard reading by inspectors made good use of their knowledge of letters and sounds (phonics) to help them read unfamiliar words. In 2013, the proportion of pupils who reached the required standard in the phonics screening check was below average. However, these pupils have since made rapid progress and the current Year 1 children are on target to achieve well.
- In 2013, standards reached by pupils in Year 6 were well above the national average in writing and similar to average in mathematics. There was a dip in standards reached by pupils in reading. However, older pupils heard reading during the inspection read fluently with expression and discussed their favourite authors.
- Work seen in pupils' books, as well as the school's own records, show that current Year 6 pupils are on track to exceed national averages in reading, writing and mathematics.
- Pupils make good progress from their starting points in reading, writing and mathematics, with some reaching the highest levels by the end of Year 6. Overall the most able pupils make good progress by the time they leave school although this varies especially when they are not challenged often enough to reach the standards of which they may be capable.
- Disabled pupils and those who have special educational needs make good progress. Work is adapted to suit their needs and support is given within the classroom, in small groups or on a one-to-one basis.
- Extra support, such as additional help in the classroom and in the nurture group (Beehive) using the additional funding, for pupils eligible for the pupil premium enables these pupils to reach their targets and to make the same good progress as their peers. The achievement of pupils for whom pupil premium provides support, including those known to be eligible for free school meals, matches that of other pupils in the school in writing, spelling, punctuation and grammar. In reading and mathematics the gap is closing but in 2013 pupils supported by the additional funding were about a term behind their classmates.

### The quality of teaching is good

- Teaching is consistently good across the school and enables pupils to make good progress.
- Pupils display enthusiasm for learning, especially when activities challenge them to think for themselves or solve problems. In Key Stage 2 in mathematics pupils were involved with practical work based on prior knowledge of coordinates. This was matched correctly to all abilities, and the level of challenge was adapted and extended to ensure all pupils attained to the full extent of their capabilities. Occasionally, expectations are not always high enough. As a result, this challenge is less evident and work is not hard enough especially for the most able.
- Good subject knowledge is shared well with pupils and their progress is closely checked while they learn. Teaching assistants are generally used well. However, there are some inconsistencies. Occasionally, teaching assistants are not actively involved in the whole lesson or too readily tell pupils the answer. As a result, some pupils give up too easily and do not develop resilience in the learning.

- Pupils have clearly presented targets, identifying what they are working towards. When achieved, teachers date these and the next target is supplied. This means that pupils know about the levels at which they are working.
- Reception children enjoy a wide range of stimulating activities both inside and outside the classroom. Practical tasks encourage concentration and cooperation, while giving children the opportunities for enquiring and discovering things for themselves. During the inspection children were eagerly awaiting the hatching of chicks and could confidently describe what was going to happen as well as all the importance of just looking and not touching because 'it could give them a shock!'
- Bright colourful displays celebrate pupils' achievements and provide information to which pupils can refer during their lessons. Good relationships between pupils and staff ensure that pupils feel confident to have a go at answering questions and self-assuredly express their views.
- Marking in books is regular and thorough. There is consistency from class to class and subject to subject. The same high standard is seen in theme books as in English or mathematics. It is made clear to pupils how to improve their work. However, pupils are not always given sufficient time to reflect on the marking in order to improve further.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils have an obvious understanding of how to behave well and are able to explain very clearly the code of conduct for the school. They respond well to staff because behaviour is consistently well managed.
- Pupils are proud of their school and describe it as 'caring, friendly, exciting, fun, amazing'. They move around school in an orderly manner and take good care of classrooms and equipment.
- Pupils want to do well. Lessons start promptly and their attitudes to learning are good. In class, they listen politely to adults and, from an early age, cooperate well when working in groups or pairs.
- Pupils within the school enjoy the wide range of responsibilities they are given. Older pupils take their roles such as manning the school office at dinnertime, serving at the salad bar or organising playground games, very seriously. Members of the school council and the eco group play an important part in organising events, fund raising or discussing new initiatives from which the whole school community benefits.
- Pupils have good relationships with adults, they say they feel safe and are confident that any poor behaviour is dealt with quickly and fairly. They are aware of the different forms of bullying such as cyber-bullying and how to deal with it.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and enjoy coming to school. Pupils are taught how to stay safe and keep others safe. They enjoy a wide range of sporting activities and appetising school meals which contribute to health and physical well-being.
- Attendance has improved and the number of persistent absentees has decreased. This is as a result of the good work the school is doing in encouraging attendance and following up the instances where pupils do not attend regularly enough. However, a small number of pupils do not arrive at school on time.

### **The leadership and management** are good

- The headteacher and senior leadership team have overseen important changes since the previous inspection. These have had led to marked improvements in the quality of teaching and learning, and pupils' achievements and progress. Leaders understand the school's strengths and areas for development and are fully supported by an active and able governing body.
- The headteacher, senior leaders and subject leaders carefully monitor the quality of teaching and learning. They identify areas for improvement, set targets for staff and provide support and

opportunities for further training.

- The senior leadership team carries out detailed analysis of pupils' progress. This is used to activate any additional help that might be needed by groups of pupils or individuals.
- The curriculum is good and provides a wide range of activities. The range of subjects taught is enriched by a wide variety of out of school visits that enhance pupils' learning and promote physical well-being and personal development. All pupils are included and equality of opportunity for all is secure. Pupils benefit from increased specialist coaching in sports and physical education as a result of the good use of the new primary sport funding. This fund is also being used to improve class teachers' skills.
- Pupils' spiritual, moral, social and cultural development is strong. It is enhanced by the range of community links which encourage pupils' insight into their local area and awareness of cultural diversity.
- Since the previous inspection the local authority has provided valuable support to the school to ensure continued improvement.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and areas which need to be improved. Governors are fully involved in the life of the school. They check the school's performance, including data that show attainment and progress. As result, they are able to challenge the school effectively, ask relevant questions and hold leaders to account. They set challenging targets and have a clear understanding of the performance of staff including how good performance is linked to the pay scales and underperformance addressed. The effectiveness of the use of the pupil premium and sports funding is carefully monitored. Governors ensure that all current safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131683
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	430973

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. Michael Waters
<b>Headteacher</b>	Mr Kieran Heakin
<b>Date of previous school inspection</b>	2 May 2012
<b>Telephone number</b>	01282 438120
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