

St John's Church of England Primary School

Theobalds Park Road, Enfield, EN2 9BD

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and standards are above average.
- The pace of progress has increased rapidly since the last inspection and progress in reading is now outstanding.
- The movement of children from Reception to Year 1 is extremely well managed.
- Teaching is consistently good, with outstanding examples in Reception and Years 5 and 6.
- Leaders have successfully tackled all the issues from the school's last inspection, have improved teaching and caused standards to rise.
- Additional adults make a very strong contribution to pupils' learning because they receive high quality training.
- Pupils' behaviour is outstanding and they are very keen to learn. All parents agree that pupils are safe in school.

It is not yet an outstanding school because

- At times pupils in Years 1 to 4 do not write enough in subjects other than English, or respond to the advice in their books.
- Occasionally, activities are not demanding enough for pupils, especially the more able.
- Pupils do not have enough chance to assess their own or others' work in depth.
- The governing body is not systematic enough in the way it checks the school's work and records its questions and findings.

Information about this inspection

- The inspector observed seven lessons or parts of lessons, all of which were joint observations with the headteacher.
- The inspector heard pupils read, attended two assemblies and, with the headteacher, looked closely at examples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- Meetings were held with pupils chosen at random. Discussions were held with the headteacher, deputy headteacher, class teachers, governors including the Chair and Vice Chair of the Governing Body and representatives from the London Diocesan Board for Schools and the local authority.
- The inspector took account of the 27 responses to the online questionnaire (Parent View) and spoke with several parents outside school.
- The inspector considered nine staff questionnaires.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- A wide range of ethnic groups is represented in the school. The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed services) is average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- More pupils than is usual join or leave the school between the start of Reception and the end of Year 6.
- The Early Years Foundation Stage is taught as a single class, with nursery-aged children coming for afternoons only.
- The school meets the government's current floor standards, which set the minimum expectations for progress and standards in English and mathematics.

What does the school need to do to improve further?

- Move more teaching from good to outstanding by:
 - making sure pupils write more in subjects other than English in Years 1 to 4 and always respond to their teachers' advice in their books
 - making sure activities are demanding enough for all pupils, especially the more able
 - giving more opportunities for pupils to assess their own and others' work in depth.
- Make sure the governing body is systematic in its checking of the school's work and records its findings and how it holds leaders to account.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in writing and mathematics. They make outstanding progress in reading because phonics (the sounds that letters make) is taught extremely well to the younger children and older pupils are guided skilfully in getting the most from texts.
- Standards are above average in English and mathematics. This is an improvement since the last inspection. Staff have worked hard to sustain the gains. New approaches to teaching writing encourage pupils to talk about what they are going to write and think through their ideas before setting them down on paper.
- Recent measures to raise standards in mathematics are proving successful. A 'make and bake' club is encouraging girls, in particular, to apply their skills in a practical way, not only through using ingredients to bake products, but in selling them at a profit as well. Boys especially enjoy using electronic devices to hone their mental arithmetic. Entrepreneurial activities, such as a project based on 'The Young Apprentice', support pupils in solving mathematical problems and thinking creatively.
- Children join the school with a wide range of skills and abilities that vary from year to year, but are typically as expected for their age. They thrive in the extremely stimulating learning environment of the Reception and Nursery class and develop good early basic skills rapidly. Phonics sessions are particularly effective and enjoyable; they are conducted at a brisk pace and adults expect much from the children.
- The move from Reception to Year 1 is managed extremely well because staff meet regularly together and teachers take each other's classes for the children to get to know them well.
- Disabled pupils and those who have special educational needs achieve well because they receive good support tailored to helping them reach individual learning targets. There is no difference in the progress of pupils of different ethnic backgrounds. Staff are quick to help new arrivals settle in when they join the school, reshaping learning to suit them.
- Pupils known to be eligible for the pupil premium make good progress like their peers. In Year 6 in 2012 the only pupils eligible for the pupil premium were those who were eligible for free school meals. The results of these pupils showed they were about a year behind other pupils in the school when they left, though they did better than eligible pupils nationally in English and mathematics. The gap in standards for pupils currently in the school is closing rapidly because of the good one-to-one support they receive.

The quality of teaching is good

- The strongest teaching is in the Early Years Foundation Stage and in Years 5 and 6. The youngest children have an excellent range of purposeful activities to explore both inside and outside. Children enjoyed making 'worms' out of wool and 'wriggling' them through paint to create colourful patterns. To celebrate Chinese New Year children made a class dragon, which they paraded around with much excitement.
- Pupils in Years 5 and 6 were suitably outraged to receive a letter from their teacher 'complaining' about their attitudes and were galvanized into composing a rebuttal, showing their mastery of persuasive writing in the process.
- Teachers make learning relevant and set work in real-life situations. They make clear to pupils what they expect from them so that they know exactly what they have to do. This is an improvement since the last inspection. They adjust their teaching in the light of pupils' response to the learning.
- Additional adults make a very strong contribution to pupils' learning because they are very well trained and well used in the classroom. They are given time to discuss learning with teachers and to go over what happened during sessions to plan ahead. This helps disabled pupils and those who have special educational needs, and pupils eligible for the pupil premium, to achieve

well.

- Mostly work is set at the right level for pupils, but just occasionally it is not demanding enough, especially for more-able pupils. Pupils have time to practise their literacy and numeracy skills in other subjects, although in Years 1 to 4 a reliance on worksheets means that sometimes pupils do not do enough writing in subjects other than English. This is because worksheets often limit how much they can write, and have a narrow focus.
- In contrast, there are some very good examples of extended writing in Years 5 and 6. For example, pupils wrote a diary entry from the point of view of a Ugandan school child, based on their knowledge of a partner school in Uganda.
- Teachers encourage pupils to explain their ideas and question them well to check their understanding and to probe their thinking. Marking gives pupils next steps in their learning and sets new challenges for them in their books. There is a particularly fruitful written dialogue between pupils and the teacher in Years 5 and 6. Elsewhere pupils are not always encouraged to respond to the teachers' comments.
- Pupils are expected to assess their performance at the end of a piece of work, but in some classes this is rather general and not very analytical. Pupils do not have much experience of assessing their own work or that of their peers against specific items they have agreed are needed to make learning successful.
- Music is a strength of the school and singing is taught particularly well by a specialist teacher.

The behaviour and safety of pupils are outstanding

- Behaviour is exemplary and pupils are very keen to learn. They are extremely proud of their school and want to do their best. Many pupils have set themselves personal goals for the term which they are happy to share with their friends and the rest of the school.
- Pupils, parents and staff agree that behaviour is excellent. Pupils say there is no bullying and the school's records of incidents back this up. In the playground pupils play sensibly and with consideration in a relatively confined space. They make new pupils feel welcome and go out of their way to help one another. They say, 'We're all like a big family.'
- Pupils understand all about different types of bullying, such as name-calling and cyber bullying, even though they do not experience bullying themselves, and are confident that staff will deal with any concerns they may have. The school makes sure that discrimination of any kind is not tolerated.
- Staff manage pupils' behaviour consistently and very well. They can point to examples of pupils who have joined the school struggling to behave and whose behaviour has improved considerably because of the high quality support they have received. In the same way, pupils who join the school reluctant to learn are soon won over by the exciting and stimulating activities on offer, and become enthusiastic about doing as well as their peers.
- Pupils are eager to take on responsibilities around the school, such as helping with the computer in assemblies and serving on the school council. They raise money for charity and write to their pen pals in the school in Uganda.
- Pupils have a very good understanding about keeping safe, both in school and outside. They know all about e-safety and older pupils are due to undertake first-aid training with a doctor. Pupils have kept records of the irresponsible behaviour of some adults who speed along the busy road outside the school or who park illegally around the school gates, in order to contact the authorities. They understand the risks that this selfish behaviour presents to their safety.
- Attendance has improved as a result of the school taking a strong line against holidays in term time and giving rewards for good attendance. This year it is above average.

The leadership and management are good

- Leaders are very ambitious for the school and have brought about considerable improvement since the last inspection. All the issues raised then have been successfully tackled. There has been a relentless focus on improving teaching and learning and raising standards.
- The headteacher and deputy headteacher have high expectations of pupils, staff and of

themselves and lead by example, especially in being role models for outstanding teaching. The school has an accurate view of how well it is doing and tracks pupils' progress in great depth. This means all individuals receive the support and mainly receive the challenge they need to become successful in their learning.

- A focus on high quality training means that teaching has improved. Teachers are given clear feedback about strengths in their work and where they could improve. They are set robust targets to bring this about. Additional adults are fully included in training and the management of their performance so that they have a very positive impact on pupils' learning and are an excellent support to teachers in the classroom.
- Plans for school improvement are carefully thought through, and checked at regular intervals to make sure the school is on track to achieve its aims. The headteacher involves the whole school community in assessing what is working well and what the school could do better, and takes on board suggestions from parents and pupils.
- The way that topics and subjects are taught makes learning creative and enjoyable for pupils. Special themed weeks such as 'Book Week' bring learning to life. For example, pupils and staff dressed up as their favourite fictional characters. All pupils are fully included in all activities such as residential visits by making sure that cost is no barrier. In this way pupils have equal opportunities to succeed.
- The school develops pupils' spiritual, moral, social and cultural understanding very well. Through a wide range of visits and visitors pupils broaden their horizons and enjoy memorable experiences. Strengths in music, sport and art give pupils many opportunities to excel, with a majority of pupils learning a musical instrument and most taking part in after-school clubs. Their link with the school in Uganda helps them to appreciate what life is like in another part of the world for children their age.
- The school receives good support from the local authority and the London Diocesan Board for Schools, especially in improving teaching.
- **The governance of the school:**
 - Governors are very supportive of the school and often come in to help. They make sure that they receive regular training to improve their effectiveness. However, governors are not consistent in recording the findings of any checks they make on the school's work, and minutes of their meetings do not record the searching questions that they ask school leaders to hold them to account. Governors are not systematic enough in the way they check how well the school is doing. In particular, governors connected to core subjects do not keep in touch with the school's subject leaders on a regular enough basis to be clear about improvements in these areas. Governors know about the quality of teaching and how well pupils are doing in relation to other schools. They know about the targets that are set for teachers and how the school rewards good teaching and deals with any underperformance. They know about how the school spends its money on supporting pupils known to be eligible for the pupil premium and the impact this is having. Governors make sure that all statutory duties are fulfilled, and in particular that safeguarding arrangements are secure.

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

Unique reference number	102027
Local authority	Enfield
Inspection number	400525

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Matthew Laban
Headteacher	Susan Notley
Date of previous school inspection	16–17 March 2010
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