

St John's Primary School

St John's School recently underwent an external validation, which involved confirming the judgments the school has made about itself across certain areas. For the purpose of this validation, the following aspects were looked at in detail:

- Achievement against prior attainment
- Teaching and learning
- Partnerships

Achievement against prior attainment

Achievement against prior attainment is good. Pupils at the school make good progress academically, socially and emotionally. The vast majority of pupils make expected progress in English and mathematics and most make progress that is better than expected for children of their age. The school has good records of assessment data.

Teaching and learning

Teaching and learning is good overall. Teachers have high expectations for pupils and set challenging activities to engage and motivate them. Teachers provide good opportunities for pupils to apply their learning in a range of contexts and to apply their learning in areas that interest them. The school provides opportunities for pupils to learn outside the classrooms through, for example, educational visits and a wide range of extra-curricular clubs, some of which are organised by the older pupils. ESOs are effectively deployed to support learning.

Partnerships

The school has developed good partnerships with parents and the wider community. Parents hold the school in high regard and trust the school to provide their children's education. They regard the headteacher and school staff as particularly accessible caring and supportive. The information that they receive from the school is good. There is a strong sense of community and the school has good links with the immediate and wider community, participating in a variety of community activities.

Other areas considered

As well as the specific aspects of the SSRE on which it is focused, the validation team also considered other judgments set out in the SSRE. It concurred with a range of statements, including those that:

- Overall attainment in the '6Rs' dispositions is good
- Pupils behave well
- They show respect for themselves and for others
- They present a positive attitude and are motivated and keen to learn. They talk enthusiastically and confidently about their work and have a sense of pride about that and the school
- 'Pupil voice' is established and works effectively, with pupils raising issues through an active school council
- 'Assessment for learning' strategies – including self and peer assessment – are used throughout the school and pupils have good strategies to make judgements about their work and know how they can improve
- The inclusive learning centre delivers excellent provision for pupils with specific learning difficulties

- The school's learning resources are a significant strength
- The school's overall learning environment is a significant strength
- The care guidance and support provided by the school are significant strengths
- The school staff have a shared vision and purpose
- The headteacher encourages staff to be creative, take risks and think 'outside the box'. He welcomes initiatives and introduces them in a climate of support
- The school's management structure allows for all staff to take a leadership role.

Conclusion

The school knows itself well. It is a well-led, successful school in which the staff are particularly caring and in which pupils flourish. It is good overall and has a number of significant strengths. It is highly regarded by parents has a very strong wider reputation. It is in a good position to build on its strong position and to improve even further.

Mr Nigel Bennett
Headteacher
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