

St John the Baptist CofE (Controlled) Primary School

Church Street, Ruyton XI Towns, Shrewsbury, Shropshire SY4 1LA

Inspection dates

5–6 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have high expectations of themselves, the pupils and all staff. They ensure that everyone models the school's Christian values of hope, love and respect and that these values underpin everything they do.
- Leaders support for pupils' personal development and welfare is outstanding. Pupils have a strong understanding of how to stay safe. In addition, they appreciate the importance of living healthy lifestyles which promote their physical and mental well-being.
- Children in the early years get off to an excellent start. They benefit from high-quality teaching, and as a result make substantial and sustained progress in many areas of learning.
- Governors have an accurate overview of the school's strengths and areas for improvement. They provide effective support and challenge for leaders.
- Subject coordinators benefit from training to develop their leadership skills. Leaders of some subjects need further development to enable them to have greater impact on school improvement.
- Teachers use their secure subject knowledge to plan tasks and activities that pupils find interesting and exciting. Sometimes, particularly in key stage 1, teachers do not challenge the most able pupils sufficiently.
- Most current pupils make strong progress in a range of subjects. However, in the past, pupils have not always made the progress they should have, particularly in writing and mathematics.
- The broad and balanced curriculum is a strength of the school. Leaders ensure that there is a wide range of opportunities to enhance and enrich learning across all subjects. Pupils acquire knowledge and skills that prepare them well for the next stage of their education.
- Pupils' additional needs are accurately identified. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make good progress.
- Pupils behave well. They are polite, well mannered and welcoming to visitors.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment, particularly in key stage 1, by ensuring that:
 - teachers have consistently high expectations of what the most able pupils can achieve in their writing
 - the most able pupils are suitably challenged in mathematics.
- Strengthen leadership and management by:
 - developing the leadership skills of subject coordinators, other than for English and mathematics, so that they can further enhance the quality of teaching and pupils' outcomes in the subjects they lead.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher leads the school with commitment and determination to bring about further improvement. Leaders know what the school does well and what could be improved. They also understand the unique circumstances that are a result of being a small school in a rural community, and how to make the most of this.
- Leaders make regular checks on the quality of teaching. Their feedback to teachers recognises their strengths and provides clear next steps. In addition, they ensure that pupils' progress in subjects across the curriculum is a high priority. Leaders regularly check on pupils' progress and ensure that action is taken to support any pupil at risk of falling behind.
- All staff benefit from professional development opportunities that are linked to whole-school priorities and the needs of individual members of staff. For example, staff have received training to enhance their subject knowledge and to ensure that they have a secure understanding of the expectations of what pupils should achieve by the end of each key stage in all subjects. All staff agree that they are happy to work at the school and a high proportion strongly agree that they feel valued and respected.
- Leaders use their detailed knowledge of the barriers to learning faced by some disadvantaged pupils at the school to ensure that additional funding is well spent. Leaders provide appropriate support for disadvantaged pupils' academic and personal development. As a result, these pupils make good progress in subjects across the curriculum.
- The leadership of English and mathematics is strong. These leaders provide effective support for teachers and have successfully contributed to the overall improvement in teaching in these subjects. They work with teachers to ensure that assessments are accurate and challenge teachers to have consistently high expectations of what pupils can achieve. In other subjects, leaders' skills are less well developed, so they have less impact on school improvement.
- The broad and balanced curriculum is a strength of the school. Leaders have designed a curriculum that provides opportunities for pupils to deepen their subject-specific skills and knowledge. It includes a focus on the important skills of reading, writing and mathematics. Pupils are enthusiastic about what they learn. They particularly value the opportunity to learn a musical instrument and to take part in a wide range of sports. Pupils told the lead inspector that the visits they go on support their learning well. For example, a residential visit to Liverpool reflected learning in several subject areas because it included a visit to the Titanic Museum, to a synagogue and to both of the city's cathedrals. Pupils in all year groups enjoy learning outdoors. Excellent use is made of the school's forest area to provide and enhance learning opportunities in subjects including science, mathematics, geography and English.
- Pupils with SEND make good progress from their starting points. The special educational needs coordinator knows the needs of each pupil well. She checks the

quality of support, including intervention activities, regularly and she accurately assesses the progress that pupils make.

- Pupils' spiritual, moral, social and cultural development, including learning about British values, is promoted well. Pupils learn about faiths and cultures different to their own and, through in-school elections, they develop an understanding of democracy. Pupils enjoy sharing their own prayers, which they display on the prayer tree or read aloud during worship. Leaders provide a wide range of activities in after-school clubs, such as football, yoga, percussion, dance and history club.
- Leaders use the physical education (PE) and sports premium funding well to provide pupils with opportunities to take part in competitive sporting activities. Leaders ensure that teachers are trained to teach all aspects of PE effectively and that equipment is of high quality.
- Most parents have a very positive view of the work of the school. Many agree that their children are safe, happy and make good progress. Several parents of pupils who have joined the school in the past year particularly praise how well their children have settled into school life.

Governance of the school

- Governors have an accurate knowledge of the school's strengths and areas for improvement. They provide challenge through well-targeted questions and through their roles as link governors, working alongside individual school leaders. They support leaders, for example by attending school events and by actively ensuring that all staff, including the executive headteacher, have a good work-life balance.
- Governors regularly review their skills and undertake a wide range of training to ensure that they are effective in their role. For example, governors know how to ask challenging questions about the information they receive about pupils' achievement because of training they have had on understanding school data. Nominated governors are trained to ensure that staff are recruited safely and that the school meets statutory health and safety requirements. All governors receive training about child-protection procedures.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors ensure that the safety and well-being of pupils is a high priority. They know individual pupils and their families well. They also have a good understanding of the specific safeguarding concerns that relate to the local community. All staff receive appropriate and regular up-to-date child-protection training. As a result, staff know how to spot the signs of abuse and they report any concerns they have promptly.
- Child-protection records are stored securely. They are well organised and include detailed information, including that which has been shared by other professionals.

Records show that leaders act swiftly when they have any concerns about a pupil's safety or well-being.

- Staff who completed the inspection survey are confident that pupils are safe in school. Most of the parents who completed Ofsted's online questionnaire, Parent View, agreed that their child is well looked after, feels safe and is happy in school. Pupils said that they feel safe in school and could explain how the curriculum helps them to learn how to stay safe. For example, pupils know how to use the internet safely, they learn about the danger that strangers can pose and they learn about fire safety. Pupils are taught how to use roads safely and pupils in key stage 2 take part in the 'Bikeability' programme. Recently, pupils took part in a '20 is plenty' campaign to reduce the speed of traffic outside their school.

Quality of teaching, learning and assessment

Good

- Teachers demonstrate good subject knowledge in all areas of the curriculum. They know exactly what must be taught in each year group and what pupils should achieve by the end of each academic year. Teachers have high expectations of pupils. They use prior assessment information to plan lessons that build on what most pupils already know and can do.
- Teachers promote pupils' enjoyment of what they are learning by ensuring that tasks and activities are interesting, and that learning is exciting. Teachers provide a range of opportunities that enrich learning, for example, through educational visits and 'expert' visitors linked to topics. Pupils respond well to their teachers' enthusiasm and most pupils have positive attitudes to learning.
- Relationships between pupils and staff are positive. As a result, pupils confidently respond to the challenging questions that teachers pose. Pupils enjoy being successful, but equally they are not afraid to make a mistake because their resilience and self-esteem are well developed.
- Phonics is taught well. Pupils in key stage 1 apply their knowledge of the sounds that letters make when they are reading and become confident and fluent readers. Teachers ensure that pupils in key stage 2 develop sound comprehension skills. Pupils enjoy reading and can explain their preferences for particular authors and genres.
- Pupils have a wide range of opportunities to practise their writing skills in English lessons and in many subjects, including history, religious education (RE) and science. Consequently, they acquire a good understanding of the features of different types of writing. Sometimes teachers in key stage 1 do not have high enough expectations of what the most able pupils can achieve. This can limit the progress that some pupils make towards reaching the highest standard of which they are capable.
- As a result of effective training, mathematics is taught well across the school. Pupils have a sound grasp of calculation skills and they apply these confidently when solving problems in a range of mathematical topics. Pupils use appropriate mathematical vocabulary when they reason about their work. Pupils' books show that the mathematics curriculum is broad and that teachers plan activities that challenge most

pupils. Occasionally, in key stage 1, teachers do not provide sufficient challenge for the most able pupils which restricts the progress that they can make.

- Teaching assistants work in partnership with class teachers to ensure that they are providing effective support for the pupils they support. Teachers and teaching assistants make sure that additional interventions for pupils with SEND are appropriate to the specific needs of individuals.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are articulate, confident and have a 'can-do' approach to any academic, social or personal challenges. Older pupils show a particularly mature attitude to their learning and readily support each other with their work.
- Pupils have a thorough understanding of the school's Christian values of hope, love and respect and they model these well. Pupils said that these values are for everyone regardless of religion; one pupil explained: 'They are good values for life.'
- Pupils know how to stay safe. They can explain in detail how to use the internet safely including what to do if they have any concerns about something they see or have been sent. Pupils are very clear about what to do if something makes them feel uncomfortable and have an age-appropriate understanding of healthy friendships and relationships. Pupils are adamant that there is no bullying at the school and they have absolute confidence that an adult would be able to solve any problems that they might have.
- Leaders ensure that pupils' physical and emotional well-being is a priority. Pupils know the importance of regular exercise and eating a balanced diet. In addition, pupils understand what it means to have good mental health and they value the importance of being about to talk to their friends and adults in the school about how they are feeling.
- Pupils have a wide variety of responsibilities and they take these very seriously. For example, members of the school's eco-council are currently involved in an energy-saving project. They understand the impact that pollution can have on the environment. Older pupils are very willing to support younger pupils at lunchtime through their roles as librarians, when they read stories and help pupils to choose books, and as 'jumping-jaxx' play leaders who coordinate games. However, pupils are extremely keen to point out that even if they do not have a specific role that everyone has a responsibility to look after the school.
- Leaders ensure that pupils develop an understanding of the wider world around them. Pupils learn about faiths and cultures different to their own through topics and visits to places of worship. Teachers also ensure, where appropriate, that pupils have the opportunity to find out about significant events in the news. For example, pupils in Year 5 and 6 talked about the impact of severe weather on the lives of people in America. Pupils are respectful and show empathy for others.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly and well mannered. They welcome visitors.
- In lessons, most pupils behave well. They work hard and are keen to complete their work to the best of their ability. A few pupils are less focused when teachers' expectations or explanations are not sufficiently clear. This results in a small number of pupils taking longer than they should to settle into the set task.
- Leaders monitor any incidents of poor behaviour carefully. They work closely with pupils and their families and have ensured that the rate of temporary exclusion has remained very low.
- Attendance is broadly in line with the national average and persistent absence is low.

Outcomes for pupils

Good

- Leaders make termly checks on the progress that individual pupils make. Together with the class teacher they identify any gaps in learning and any pupils who might be at risk of falling behind. This information is used to plan effective intervention activities.
- It is not possible to make year-on-year comparisons of pupils' achievement at the end of key stage 1 because of the low numbers of pupils in each year group over several years.
- The school's assessment information and work in books show that pupils, including those who are disadvantaged, make good progress in reading, writing and mathematics. A high proportion of pupils join the school at various points during key stage 2. Teachers swiftly assess what these pupils can already do and any additional needs that they have. Consequently, new pupils make good progress as soon as they start at the school.
- There are few disadvantaged pupils in each year group. Therefore, it is not appropriate to comment on specific outcomes for this group of pupils. However, work in books shows that disadvantaged pupils make similar progress to other pupils across the curriculum.
- Pupils make good progress in phonics because activities are well matched to their needs. Most pupils in key stage 1 read fluently and accurately.
- Pupils with SEND benefit from effective support. This helps them to access the curriculum and to make good progress in different subjects.
- Pupils acquire and build on their knowledge and skills in a wide range of subjects. By the end of key stage 2 many pupils have an in-depth knowledge of the topics they have studied in subjects including history, science and RE. In addition, pupils have meaningful opportunities in all year groups to develop and improve their skills in sports and music. As a result, they are well prepared for the next stage in their education.

Early years provision

Outstanding

- The early years leader has a thorough understanding of the strengths and areas for further improvement across the setting. She is very well supported by the wider team of practitioners and together they share high expectations of what all children can do. The early years leader regularly checks the impact of actions in the improvement plan. She is determined in her drive to ensure that children have a wonderful experience and that they learn and achieve exceptionally well. As a result, children are well prepared for Year 1.
- Teaching in the early years is highly effective. Adults know the needs and interests of each child in detail. They use assessment information to plan tasks that are interesting, exciting and stimulating. In addition, adults ensure that there is a constant focus on developing children's language and communication skills. For example, during the inspection children in Reception were absorbed in making pancakes. They explained why they were making pancakes and the order that the recipe should be followed. Afterwards, they used a wide vocabulary to describe how their pancakes tasted with a variety of different toppings.
- Phonics is taught very well. Children are encouraged to use their knowledge of sounds when they are reading and writing. Children's books show the substantial and sustained progress they make in reading and writing.
- Adults support children's personal, social and emotional development extremely well. Relationships between adults and children and children with one another are very strong. As a result, children are happy to share equipment and they listen carefully when someone else is talking. Children in Nursery and Reception take great care of their environment. When it is time to tidy up they do so willingly and ensure that everything goes back where it came from. Behaviour in the early years is excellent. This is because routines are well established, and children understand what is expected of them.
- The learning environment is well organised, both indoors and outside. Children have easy access to a wide range of high-quality resources. This allows them to shape the way they complete tasks and activities for themselves. Adults actively promote children's creativity by ensuring that many tasks have no fixed outcome. Children's books and evidence captured on the school's electronic recording system reflect a broad and balanced curriculum. Children particularly enjoy learning outdoors. Adults make excellent use of the school's outdoor forest area to develop children's understanding of the world around them. For example, children learn about wildlife, habitats and life cycles.
- The early years leader ensures that transition into and within the early years is well managed. Parents are invited to initial meetings where they find out about the provision and meet the adults who will be working with their children. Adults promote effective relationships with parents by asking them to contribute information about what their children can do outside of school and through sharing children's next steps. Parents are also invited to special assemblies and to join in with activities in the forest area. Leaders also provide workshops for parents to help them support their child's learning at home.

- Safeguarding in the early years is effective. All statutory requirements for the welfare of children are met.

School details

Unique reference number	123498
Local authority	Shropshire
Inspection number	10058595

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Mr Keith Lister
Executive headteacher	Mrs Julie Ball
Telephone number	01939 260445
Website	www.ruytonschool.org.uk
Email address	admin@ruyton.shropshire.sch.uk
Date of previous inspection	19–20 November 2014

Information about this school

- St John the Baptist CofE (Controlled) Primary School is smaller than the average-sized primary school.
- There is an on-site nursery that has places for children from the age of two.
- The majority of pupils are White British.
- A section 48 inspection took place in April 2014.
- The proportion of pupils who are disadvantaged and eligible for the pupil premium is below the national average.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have education, health and care plans is also above the national average.

Information about this inspection

- The inspector observed teaching and learning in all year groups. Some of the observations were carried out jointly with the executive headteacher and SEND coordinator.
- The inspector met with pupils and heard pupils from key stages 1 and 2 read. She observed pupils at breaktimes and lunchtimes.
- The lead inspector met with the senior leadership team, the early years leader, the leader of provision for pupils with SEND and some subject leaders. She also met with members of the governing body and two representatives from the local authority.
- The lead inspector, alongside school leaders, scrutinised pupils' work from a variety of subjects.
- The lead inspector looked at documentation including the school's self-evaluation and improvement plans. She also considered information about pupils' progress, behaviour, attendance and safety.
- The lead inspector spoke to parents to gather their views and took account of the 37 responses, including 17 text messages, to Ofsted's online survey, Parent View.
- The lead inspector also took account of the 18 responses to the staff questionnaire.

Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

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