

# St Giles Junior School

## Inspection report

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<b>Unique Reference Number</b>	125585
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340799
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	John Carnaghan

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Claire Patterson
<b>Headteacher</b>	Mrs Anne Perry
<b>Date of previous school inspection</b>	22 January 2007
<b>School address</b>	Hayes Lane Exhall Coventry
<b>Telephone number</b>	02476 313375
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<b>Email address</b>	Admin2571@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors. They saw 11 lessons and eight teachers and held meetings with staff, governors and pupils. They observed the school's work, and looked at the school's assessments, policies, safeguarding documents, pupils' books and 64 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the improvement in attainment in 2009 has been maintained
- the effectiveness of teaching in ensuring good progress for all groups of pupils, particularly the more able
- how well pupils understand the next steps in their learning
- if monitoring by staff and governors is leading to improved provision and higher attainment.

## Information about the school

St Giles is an average size junior school. Most pupils are White British and almost one third of the pupils are from minority ethnic groups, principally of Indian origin. The proportion of pupils whose first language is not English, is well above average. The school has a slightly above average proportion of pupils with special educational needs and/or disabilities, the largest group of these pupils has moderate learning difficulties.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Giles Junior School provides a satisfactory education. Recent improvements to leadership and management have raised attainment in English and developments to improve teaching are underway. The school has a number of strengths, especially in pupils' personal development, its caring ethos and the interesting curriculum.

Pupils enter the school with broadly average attainment. Teaching, while inconsistent, has some strengths and promotes satisfactory progress. Good behaviour and positive classroom relationships are positive features of many lessons. However, less effective teaching fails to challenge all pupils equally, reducing their opportunities to learn. Marking, much of it supportive, does not always offer clear advice on how work could be improved. Satisfactory teaching and use of assessment means that pupils' attainment by the end of Year 6 remains average, although writing standards are better. Pupils who speak English as an additional language and those with moderate learning difficulties are well supported and make the same satisfactory progress as their peers. The achievement of all groups of pupils is also satisfactory.

The curriculum offers interesting links between subjects and good opportunities for experiential learning through educational trips and relevant visitors to the school. It is well adapted to meet pupils' needs, particularly by providing continuity of learning as they transfer to secondary school. This is a happy school and pupils are rightly confident that adults understand their concerns and take good care of them.

Pupils are well informed and enthusiastic about ecology and love the pigs, 'Salt' and 'Pepper,' the chickens and the rabbit that are kept on site and are part of their everyday life. These experiences help them develop a firm grasp of healthy foods, further promoted by their own produce from the gardening club. They also recognise the importance of exercise and many take part in energetic after school activities.

Parents and carers express satisfaction with all aspects of the school and have few concerns. One typically positive comment was, 'I find the teaching staff positive and interested at all times....the children love going to school come rain or shine to share and learn.'

Governors support the school enthusiastically but do not do enough independent checking to ensure they understand the school fully and robustly challenge its priorities. The school's self-evaluation is largely accurate and there has been a trend of improvement in some important areas, such as writing. A lack of sharpness about tackling less effective teaching and planning for the future means that, while the school has the systems to continue improving, its progress towards meeting its goals is rather pedestrian. Its capacity for improvement is satisfactory.

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

- By summer 2011, raise attainment and improve progress by moving teaching from satisfactory to good through
  - following up more rigorously where teaching has areas of weakness
  - ensuring that all pupils are fully challenged at every stage of each lesson
  - refining teachers' marking so that it provides clear advice to pupils on how to improve their work
- By January 2011, improve the governing body's independent monitoring skills to
  - develop a clear picture of the school's strengths and weaknesses
  - enable governors to challenge the school more effectively.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils start school with attainment close to the national average. They are keen to learn and receptive to their teachers but their progress in lessons is no better than satisfactory. This is because teaching promotes learning inconsistently. When it is good and lessons sparkle, pupils are kept at full stretch at all times because teachers plan thoroughly for all groups. For example, a good English lesson saw Year 4 pupils undertaking a variety of brief, interesting activities, including role-play, that enabled them to write a detailed evaluation of two characters in a story they were considering. However, in other lessons, there is too much emphasis on teaching and not enough on what pupils learn. As an example, a most interesting discussion of the environment on Mars with a Year 6 class failed to challenge more able pupils, because the work planned was firmly aimed at 'the middle'.

There are good arrangements to support those who are learning English as an additional language or those with moderate learning difficulties. Effective, carefully monitored targets ensure that such pupils learn as well as their peers. There is no significant difference in the progress of different ethnic groups. Attainment at the end of Year 6 is average overall, but above in writing because of recent successful initiatives in this area. This represents satisfactory achievement by all groups of pupils.

Pupils are happy at school and get on well together in this pleasant environment. They enjoy coming to school, which is reflected in improved attendance, which is now above average. Behaviour is good and the warm relationships pupils have with adults and one another make a good contribution to their progress. One pupil typically said, 'We don't have much trouble and it gets quickly sorted out.' They feel safe because each one is known as an individual by many adults and because they have been well informed about potential hazards on the road, in cyberspace and elsewhere.

The school council makes a positive difference to the school community, fully

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representing pupils' views and acting on their wishes in matters like fund-raising for charities. Prefects take their supervisory duties seriously, checking lunch-boxes to ensure the contents are healthy and all pupils contribute to keeping the site free of litter. Pupils develop skills that will be valuable in the future. They demonstrate good independence and an ability to work well together because lessons give them plenty of opportunities for teamwork. Their progress in developing basic skills like literacy and numeracy is satisfactory.

The positive ethos of the school is a good testament to pupils' good moral and social values. They know right from wrong and cooperate freely with others from different racial and religious backgrounds. They develop a good understanding and respect for cultural diversity within the United Kingdom.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</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?**

The curriculum has been revised to increase its relevance to pupil's interests, involving them in practical activities that engage their imaginations such as learning about the heritage and current enterprise of the local weaving industry. There is good provision to

<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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extend pupils' writing skills in enjoyable topics, such as 'the intrepid explorer', which engage their attention and natural curiosity. World Book Day allows children to dress as characters from books, receive visits from a storyteller and extend their interest in reading. Learning about other cultures and religions is enhanced by visits to local religious centres, Bangra dancing, music and drama productions. A wide range of popular clubs promote fitness as does a sports week, cheerleading, residential visits and outdoor pursuits. Visits to places like museums, castles and factories stimulate learning. The gardening club and animal care promote interest in the environment, sustainability and scientific knowledge of plant and animal groups as well as developing nurturing skills and personal responsibility.

Teaching is not consistently effective enough to promote good progress. Where teaching is successful, teachers explain ideas clearly and use varied methods and a range of activities that sustain pupils' attention and interest. For example in a physical education lesson a karate exercise was used as a warm up exercise, dramatically boosting pupils' enthusiasm and physical self confidence in the ensuing throwing and catching skills session. Good relationships provide a positive environment for learning, where pupils work well together to solve problems.

In less effective lessons learning slows when teachers talk for too long and pupils become bored. Some lessons do not pitch the challenge sufficiently high to build on pupils' previous knowledge due to low expectations and a lack of detailed planning. Occasionally marking gives clear next steps advice, or provides opportunities for pupils to reflect on their work with brief written responses to the teachers' questions. However, too often marking fails to offer suggestions for improvement.

A strength of care for pupils lies in the headteacher and staff's close personal knowledge of children, of their emotional and physical needs, and of their families. This underpins good personal guidance for pupils and parents. The school provides a welcoming physical environment that celebrates pupils' work and provides sources of interest in its garden and mini-farm. Entry into the school from infants schools and exit to secondary education for Year 6 pupils is well organised, with shared activities and close staff liaison across the relevant institutions. A dedicated teaching assistant arranges extra visits for pupils from more vulnerable circumstances. The school uses expertise from outside agencies judiciously to support pupils and parents facing difficulties. Good support is given to pupils in making choices affecting their own health and safety, through for example, the Lifeboat Association visit to advise on safety in open water. Attendance is well promoted through numerous initiatives such as first day calls and badges for good attendance.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>3</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>3</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>

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**The effectiveness of care, guidance and support**

**2**

## How effective are leadership and management?

The headteacher and the new senior management are determined to move the school forwards and are developing their monitoring skills to evolve a clear picture of the school's strengths and weaknesses. Assessment data are much more detailed and records clearly indicate each pupil's progress. They also show where classroom practice is less effective. However, although this information is presented in an easily understood way, it is not readily available to all staff through, for example, an internal school computer network.

Leaders have not acted rigorously enough on the information they have gathered so that weaker elements in teaching remain. Particular areas for improvement, such as providing greater challenge for the more able, have not been fully dealt with. The school uses assessment information to evaluate the performance of disadvantaged pupils and acts on it. Equality of opportunity is satisfactory.

The school development plan identifies appropriate areas for improvement but lacks detail, lacks ambition and seems unlikely to promote rapid changes. Its effectiveness is reduced because not all of the school's stakeholders were involved in its composition.

The governing body is keen to support the school and governors visit regularly and listen to information the school provides. They do not monitor rigorously enough to enable them to evaluate independently the school and this limits their capacity to provide strategic challenge to the school and drive it forwards. Governors' work on safeguarding is effective, they are appropriately trained and have clear practical systems to keep a check on the school's policies and practices. Safeguarding is satisfactory. All requirements are met, pupils' needs are very well known and risk assessment is thorough, including of the farm animals that live happily in the school grounds.

The school is proactive in linking up with parents and carers and has undertaken numerous initiatives to engage typically hard to reach families. Its association with a local speedway team led to a popular school and parents' evening out. Staff and, particularly, the headteacher are always ready to meet parents and hear their concerns. Regular newsletters and the school website ensure good information flows to and from school. Partnerships enhance pupils' experiences of school. Links with the local church have led to brass playing and bell ringing opportunities. Strengthening liaisons with nearby primary schools have provided joint training opportunities for staff to develop pupils' reading skills. Close links with secondary schools do much to reduce the potential trauma of pupils as they transfer into a new environment.

The school has informally checked its provision for community cohesion but does not possess a clear enough picture about where improvements are required. It has good links with the local area and associations with varied local places of worship, such as a mosque and a gudwara, to develop pupils' good understanding of the richness of local culture. However, not enough is done to foster links with contrasting environments, both in the United Kingdom and abroad, so pupils have a more limited view and



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understanding of the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Views of parents and carers

Parents and carers are generally supportive and the very large majority were happy with their children's experience at the school. The questionnaires indicate very few areas of concern. A few parents expressed disquiet about the way the school deals with unacceptable behaviour. However, the inspection finds behaviour good and the few instances where pupils lapse are dealt with effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at St Giles Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	30	47	1	2	0	0
The school keeps my child safe	33	52	31	48	0	0	0	0
The school informs me about my child's progress	21	33	38	59	4	6	1	2
My child is making enough progress at this school	26	41	36	56	1	2	1	2
The teaching is good at this school	26	41	34	53	3	5	0	0
The school helps me to support my child's learning	22	34	37	58	4	6	1	2
The school helps my child to have a healthy lifestyle	23	36	38	59	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	31	39	61	2	3	0	0
The school meets my child's particular needs	27	42	33	52	3	5	0	0
The school deals effectively with unacceptable behaviour	18	28	36	56	7	11	2	3
The school takes account of my suggestions and concerns	17	27	42	66	4	6	0	0
The school is led and managed effectively	19	30	43	67	2	3	0	0
Overall, I am happy with my child's experience at this school	33	52	28	44	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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 pupils' 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.**



2 July 2010

Dear Pupils

Inspection of St Giles Junior School, Coventry, CV7 9NS

Many thanks for the warm welcome that you gave to the inspectors when we visited your school recently. It was good to meet you and we think that your behaviour is good. Well done!

St Giles provides a satisfactory education and has some good features. We agree with you that you are well looked after and we thought that the arrangements to help you make your move into your next years' class were good. Your personal development is good and you have a good knowledge of how to keep healthy and safe. The mix of subjects and topics you do, known as the curriculum, is good because it is so interesting.

Your attainment when you start and leave the school is average. This means your progress is satisfactory. Some lessons are good, but others do not give all of you enough to do and so your learning slows down. The headteacher and staff are working hard to improve the school but changes have been rather slow. We have asked the school to focus on improving these areas:

- develop teaching so that all lessons are challenging for every one of you and that marking gives good advice about how to improve your work. If you are unsure about how to improve you should ask your teacher
- governors should check up on the school more thoroughly to help them in their job of supporting and challenging its work.

Once again, thanks for all your help, it was great meeting you,

Yours sincerely

John Carnaghan

Lead inspector

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