

# St Clement's and St John's Church of England Infant School

Inspection report

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<b>Unique Reference Number</b>	113839
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	357435
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	John Laver

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>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Spreadbury
<b>Headteacher</b>	Stephen Orman
<b>Date of previous school inspection</b>	21 April 2008
<b>School address</b>	St Clement's Road Bournemouth BH1 4DZ
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## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 15 lessons were observed and 10 teachers were seen. Inspectors observed the school's work and held meetings with staff, pupils, governors and parents and carers. Inspectors scrutinised a variety of documentation, including the school improvement plan, reports from the School Improvement Partner, the governing body minutes and assessment data on pupils' recent progress. Inspectors also analysed 51 questionnaires completed by parents and carers.

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

- The effectiveness with which the school is raising achievement, particularly of boys.
- How successfully the school's care and support are ensuring inclusion and promoting pupils' progress.
- The effectiveness of the school's leaders and managers at all levels in monitoring and sustaining improvements, particularly in attainment and progress.
- How well the school provides for children in the Early Years Foundation Stage and how well the children are progressing from their low standards on entry.

## Information about the school

This is a larger than average infant school which has experienced a considerable rise in the number of pupils in recent years. The proportion of pupils from minority ethnic groups is well above average, as is the proportion of those who speak English as an additional language. A number of these are at a very early stage of speaking English, particularly those with a Polish or Portuguese Madeiran background. The proportion of pupils with special educational needs and/or disabilities, which include a range of learning, behavioural and emotional needs, is above average. A significant number of pupils, often from abroad, join and leave the school other than at the usual times. There is provision for children in the Early Years Foundation Stage in three Reception classes. The school operates an early-morning breakfast club. It is federated with a nearby junior school, and the two schools are led and managed jointly by one leadership team and governing body. The school has Healthy Schools status and an Activemark award.

**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?**

**2**

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

**2**

## Main findings

St Clement's and St John's Church of England Infant School provides a good standard of education. Some aspects of its practice are outstanding, notably its success in creating a harmonious ethos in which pupils from very varied backgrounds get on very well together. Pupils benefit from outstanding care, support and safeguarding and make outstanding progress in their spiritual, moral, social and cultural development. Parents and carers attest to the school's success in providing a safe and welcoming environment for all pupils, but especially for the many vulnerable ones, for those who join the school with no pre-school experience, and for those with little or no ability to speak English. Typical was the reference by one parent to the 'very supportive and caring atmosphere of the school'.

The exemplary care and support not only underpin strong personal development but also contribute strongly to pupils' improved attainment and progress. Most pupils, particularly those who remain in the school for two or three years, attain the expected levels for their age. Children join the school in the Early Years Foundation Stage with levels of skill and knowledge below or well below those typical for their age. They get a good start in Reception, although the outdoor play area has deficiencies in the environment and resources which restrict the quality of outdoor learning. Children in Reception are well taught and cared for, and make good progress both in acquiring the requisite skills and in their personal development.

As pupils move further up through the school, teachers very successfully reduce previous variations in progress between different groups of pupils. Pupils with English as an additional language, those with a range of special needs and/or disabilities, and those from the various minority ethnic groups all share in the good progress and reach challenging targets. Boys achieve at an improving rate, though more slowly than girls. The gap between them is much narrower than at the time of the previous inspection. The curriculum is now more varied; pupils are enthusiastic about the planned topics, which engage their interest and offer increased opportunities to develop literacy and numeracy skills.

Pupils make an outstanding contribution to the school and local community, for example through the school council and joint creative projects with a local special school. Although pupils very much enjoy school, attendance is low, but rapidly improving because of the school's strenuous efforts, particularly to reduce persistent absenteeism. Some families continue to take extended absences and this has an impact on the progress of their children, especially for those at an early stage of learning English, in contrast to the majority of pupils who attend more regularly.

Good teaching, the commitment of all staff to aiming for the best, the rigour and accuracy of the school's self-evaluation and planning, the drive of the headteacher and the

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school's success in improving attainment and progress all show that the school has a good capacity for sustained improvement.

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

- Improve attendance to reach at least the national average, by impressing upon families who take extended breaks the importance of regular attendance for their children's progress.
- Improve the progress of boys by extending the range of imaginative topics in the curriculum, particularly those which will enhance writing and numeracy skills, so that more pupils reach average or higher levels of attainment.
- Enhance the range of learning opportunities for children in the Early Years Foundation Stage by improving the quality of the outdoor environment and resources.

## Outcomes for individuals and groups of pupils

2

The attainment of Year 2 pupils is close to the national average and achievement has improved since the previous inspection. This is mainly the result of initiatives in the teaching of writing and mathematics, and aimed particularly at boosting boys' progress in acquiring basic skills. The school is very successful in developing the confidence and skills of pupils with special educational needs and/or disabilities and the many who speak English as an additional language. It also successfully provides challenge for those pupils who are gifted academically, so that they leave the school with appropriately high attainment. Pupils enjoy school. Inspectors observed pupils behaving well, listening well to each other, and working together sensibly in lessons. Their attention flags only occasionally when the pace of teaching and learning slows. Lessons were observed in which teachers were well supported by other adults such as teaching assistants, for example in targeting potential underachievers and those with particular language or other needs. As a result, inspectors saw pupils making good progress, whether working in lessons or small groups elsewhere.

Pupils feel safe and the school's welcoming ethos helps them settle in well, including those who are members of the school for a short period of time. Pupils know why it is important to be healthy, and enjoy the 'wake and shake' sessions. These are part of a comprehensive programme of physical exercise designed both for enjoyment and to teach health awareness. Pupils enjoy taking responsibility, for example, in selling the produce from the school garden and contributing to local events, including church activities. They also serve on the school council and assist fellow children in a local special school. In addition to behaving well, pupils demonstrate outstanding spiritual and cultural development. As one parent put it, 'The cultures merge effortlessly to make a rich and engaging learning environment.' The school's success in promoting academic and personal development prepares pupils well for the next phase of their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>1</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

## How effective is the provision?

Teachers plan in detail for the wide range of pupils in their classes, and use a range of methods and resources that motivate pupils well. Good classroom management and established routines give pupils a sense of security and focus. Inspectors observed lively teaching, for example when quick-fire questioning and the use of various visual stimuli helped younger pupils learn about a variety of fruit and vegetables. Teachers use good questioning techniques, maintain briskly-paced activities and use pupils' targets to give them a clear indication of how well they have done and how they can improve their work further. Pupils are increasingly involved in evaluating their own work. Typical of the effective teaching and learning observed was a lesson in which music and drama were combined, resulting in role play which engaged pupils fully in sequencing a Bible story while playing musical instruments.

The curriculum is evolving into a range of topics that encourage the consolidation and extension of literacy and numeracy skills, while containing what pupils call 'fun' activities. This development has improved boys' motivation and progress: as one parent observed, 'My son loves the theme-based teaching.' The school recognises this as an area for further development. Pupils also enjoy a range of enrichment activities, including music tuition. The curriculum benefits from links with other local schools, for example in providing more sporting opportunities.

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The outstanding quality of care and support is a key factor in pupils' enjoyment and progress. Teachers and other adults work extremely hard to provide support for both parents and carers and pupils and give opportunities in a friendly environment, informed by the school's Christian ethos. The breakfast club gives pupils a stable start to the day. Although attendance is low, the school has rigorous and increasingly successful procedures to encourage or enforce good attendance and has reduced the incidence of persistent absenteeism. Parents and carers praise the school for the lengths to which it goes to overcome the barriers to effective learning experienced by several vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

One of the successes of the well-managed federation is the smooth transition procedure for pupils moving on to the associated junior school. As well as joint initiatives with this school, there are productive links with other local schools, although some links are at an early stage of development. The school's review, evaluation and monitoring procedures are very effective in identifying and addressing areas for improvement, notably in raising levels of attainment and accelerating progress. Subject leaders as well as the senior leadership team are enthusiastically involved in monitoring progress and supporting other staff. Governors are knowledgeable and actively share the desire for further improvement.

Safeguarding procedures are outstanding and are recognised as providing an exemplary model within the local authority. All staff are regularly updated on the school's rigorous procedures, for example about safe use of the internet, and convey safety messages very effectively to pupils and parents and carers. In addition, all staff are aware of the backgrounds of pupils and ensure that their needs are met. This inclusive approach ensures that there is no discrimination and that all pupils, including those from disadvantaged backgrounds, have similar opportunities to benefit from school provision. This was confirmed by a parent who stated that, 'All children are treated equally and fairly.' The school makes a good contribution to community cohesion. Pupils take part in local events and learn about different faiths and beliefs. These opportunities are being furthered by links such as those being established with a school in Manchester, with the result that pupils now have a better understanding of the wider world.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children join Reception with no pre-school experience and with levels of skill and knowledge well below those typical for their age. They benefit from good provision and make good progress, joining Year 1 with skills and knowledge still just below expectations, but having shown a considerable improvement during their year in school. To a large extent, this is due to the outstanding care, guidance and support. Adults know each child and their needs very well, making all children feel a secure part of a stable and welcoming environment. Those at a very early stage of learning English are well supported, as are those with other special educational needs and/or disabilities, and all share in the good progress.

Teachers are enthusiastic and have high expectations. Adults quickly establish conventions such as how they should walk sensibly around the school and how they should cooperate with each other. As a result, children quickly acquire the habit of good learning and a greater ability to decide their own activities. They learn to express their views and to listen to each other, as when they were observed establishing their own class rules. Adults assess children's progress well and ensure links with the next stages of learning. Parents and carers are encouraged to share in their children's learning. There are good links with other agencies when required, for example for language support. Children were observed enjoying active and imaginative play when pretending to be different animals in the playground, although the outdoor environment and learning resources are not as good as they might be. Although there have been recent staff changes, the leadership has been effective in ensuring that children flourish in a happy and caring environment.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A relatively small proportion of parents and carers returned questionnaires. The results were overwhelmingly positive about pupils' experience of school. Parents and carers feel very strongly that their children are safe, well taught and are well prepared for the future. They also believe that the school is well led. Inspection evidence supported these positive views. A very small number of parents and carers, while appreciative of the school as a whole, believe that the school could communicate with them more effectively, particularly in giving out information about what their children will be learning in the terms ahead. While inspectors acknowledge these comments, during this inspection, they judged that the leadership does communicate its ambitions and procedures effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at St. Clement's and St. John's Church of England Infant 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	59	20	39	0	0	0	0
The school keeps my child safe	28	55	23	45	0	0	0	0
My school informs me about my child's progress	20	39	26	51	0	0	1	2
My child is making enough progress at this school	19	37	28	55	1	2	1	2
The teaching is good at this school	25	49	23	45	2	4	0	0
The school helps me to support my child's learning	21	41	26	51	1	2	0	0
The school helps my child to have a healthy lifestyle	25	49	24	47	1	2	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)	25	49	23	45	1	2	0	0
The school meets my child's particular needs	18	35	27	53	2	4	0	0
The school deals effectively with unacceptable behaviour	16	31	30	59	1	2	1	2
The school takes account of my suggestions and concerns	12	23	31	61	3	6	0	0
The school is led and managed effectively	22	43	27	53	1	2	0	0
Overall, I am happy with my child's experience at this school	31	61	19	37	1	2	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



29 September 2010

Dear Pupils

**Inspection of St Clement's and St John's Church of England Infant School,  
Bournemouth, BH1 4DZ**

Thank you for letting us see you at work and talk to you when we visited your school recently. Your school gives you a good education.

Most of you make good progress in your work and do at least as well as children in many other schools. There are a lot of good things. You behave well, we know you like your lessons, you feel safe, you get on very well together and your teachers teach you well. Those of you who do not speak much English, and those of you who do not find learning easy, get a lot of very good help from your teachers and other adults. Although you do well in your work, a few of you, especially some boys, could do even better in your writing. A small number of you do not attend school as often as you should, and are sometimes away for a long time. The youngest children in the school do well, but it would be nice for you to have a better outdoor play and learning area. To make your good school even better, we have given the school three things to do.

- Get some of you to attend school more often, so you do even better in your work. All of you can help by working as hard as you can.
- Help boys in particular do even better in their writing and maths by giving you more opportunities to practise these in your class topics.
- Improve the outdoor area for children in the Reception classes.

Yours sincerely

John Laver

Lead inspector

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