

Tribal
1–4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com



12 July 2013

Mrs C Price
Headteacher
St John the Evangelist CofE Primary School
Bluebell Way
Carterton
OX18 1JF

Dear Mrs Price

Special measures monitoring inspection of St John the Evangelist CofE Primary School

Following my visit with Phillip Minns, Her Majesty's Inspector, to your school on 9–10 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in November 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Oxfordshire.

Yours sincerely

Ann Henderson
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2012

- Improve teaching, especially in Years 3 to 6, so none is inadequate and much more is good by:
 - giving teachers support so that they can accurately mark pupils' work and tell pupils precisely how they can improve
 - making sure that teachers use what they already know about pupils to match activities to pupils' abilities
 - ensuring that teachers tell pupils clearly what they will be learning in each lesson
 - providing more opportunities for pupils to learn actively in lessons.

- Improve rates of progress in mathematics, by ensuring that teachers consistently:
 - plan how pupils will make progress in lessons, throughout the year and from year to year
 - give more difficult work to the more-able pupils.

- Improve behaviour by ensuring that teachers in Years 5 and 6 consistently apply what is written in the behaviour policy.

- Improve leadership and management at all levels by providing appropriate training so that leaders and managers:
 - understand and analyse information about pupils' achievement, especially for different groups, and use this to identify areas for improvement
 - regularly review the impact of actions taken
 - check on the quality of teaching, and hold teachers to account for the progress that pupils make
 - make sure the management of teachers' performance is used so that salary increases are closely linked to good, and improving, teaching.

- Make sure that governors hold senior leaders and managers more robustly to account by:
 - having accurate information about pupils' achievement
 - asking demanding questions about the impact of actions taken by leaders and managers.

Report on the second monitoring inspection on 9–10 July 2013

Evidence

Inspectors observed the school's work, scrutinised documents and met with staff, pupils, members of the governing body, and a representative from the local authority.

Context

There have been no staff changes since the previous monitoring visit. There are three vacancies on the governing body.

Achievement of pupils at the school

Pupils' achievement is beginning to show signs of improvement. School information suggests that pupils in Year 6 and in Year 2 are making faster progress in mathematics, although for some groups of pupils, there is some way to go before they can catch-up on the skills and concepts they have missed in the past because of poor teaching. Progress needs to rapidly accelerate to enable them to reach the standards that they are expected to achieve for their age. This is particularly the case for disabled pupils and those with special educational needs, and boys in upper Key Stage 2. Senior leaders are employing strategies to accelerate pupils' progress, including setting pupils by ability and a range of intervention groups, but it is too early to see the impact on standards. Teachers are now planning work to meet the learning needs of groups of pupils with differing abilities. The activities planned provide opportunities for pupils to be actively engaged in practical learning tasks which motivate and engage them well. Investigations are used to broaden pupils' problem-solving and reasoning skills. In some classes, more-able pupils are provided with greater challenge, which enables them to make better progress.

In other subjects and in mathematics, during the scrutiny of pupils' work, standards of presentation of their work, their spelling and handwriting are not good enough. Teachers do not have high enough expectations; they do not routinely expect pupils to present their work neatly, with correct spellings and correctly orientated joined and legible handwriting.

The quality of teaching

The quality of teaching is improving. During this monitoring visit, no inadequate teaching was observed. There is a higher proportion of good teaching. This is having a positive impact on pupils' learning in lessons. Teachers create a positive classroom environment with useful displays and prompts to support pupils' learning during lessons. Teachers are helping pupils to know what they are learning about in lessons by sharing the intention for learning at the outset of the lesson. In the best lessons,

they share steps to success with pupils to help them to know what they are expected to achieve to be successful in their learning by end of the lesson.

Assessment systems have improved and there is greater accuracy in the teachers' checking of pupils' work. Teachers' understanding of what pupils need to achieve to make better progress is developing well. They use what they know about different pupils' levels of achievement to plan lessons with activities that more closely match the learning needs of different groups of pupils.

Teachers are keen to improve their practice and have undertaken a range of training to increase their skills. However, inconsistencies remain in the marking and feedback given to pupils in their work and also in the way targets are set and checked. As a result, not all pupils know what they need to do to improve their work, or what they need to include in their work to reach a higher level.

Behaviour and safety of pupils

Pupils are generally positive about the improvements in behaviour since January. Their attendance is improving. Pupils have good relationships with adults and other pupils. They are polite and respectful to those around them. Older pupils in particular recognise that their learning in lessons is no longer constantly interrupted by poor standards of behaviour. They are more confident that any concerns they raise will be dealt with swiftly. In some lessons, where activities are not challenging enough and teachers' expectations are lower, some off-task behaviour is displayed by a few pupils.

The quality of leadership in and management of the school

The headteacher and senior leaders have successfully improved the morale of teaching and support staff. Teachers are positive about the improvements being made and the support they are given. They are keen to improve their practice and are willing to receive feedback following lesson observations in order to develop their skills and improve their teaching. Regular meetings with teachers and the headteacher, to discuss pupils' progress and plan strategies to increase and accelerate rates of pupils' progress, are holding teachers more effectively to account. The headteacher has gathered a range of information relating to pupils' achievement. Senior leaders regularly check on pupils' work in their books and use the information they gather, and the information following lesson observations, to provide clear recommendations to governors on the pay progression of members of the teaching staff.

Senior leaders are gathering information on pupils' attainment and progress with increasing detail. They are now checking on the achievement of different groups of

pupils in all year groups. This is helping them to plan appropriate interventions and support teachers to devise lessons and activities that are appropriately matched to pupils' learning needs. The analysis of pupils' achievement is being shared with governors and this is providing them with useful information in order to further challenge school leaders to accelerate pupils' progress. Governors have a better understanding of what pupils are expected to achieve and are now more aware of the underachievement of any groups of pupils.

External support

The local authority has provided a range of effective support to improve the quality of teaching, particularly in mathematics. Teachers have received a range of support to improve their planning and increase the level of challenge provided in lessons for different groups of pupils. Both the mathematics subject leader and the English subject leaders have received support to increase their subject leadership skills. They are both making more effective use of the information on pupils' achievement to develop appropriate action plans for their subject. The inclusion adviser has provided good support to the special educational needs coordinator to increase the effectiveness of provision for pupils with special educational needs. The special educational needs coordinator is beginning to evaluate the impact of interventions, but this is at an early stage of development.

A task group which includes officers from the local authority, school governors and senior leaders meets regularly to check on the progress the school is making towards the removal of special measures. This is successfully focusing on the most important areas for the school to concentrate on in order to improve.